



INFLUENCES ON CURRICULUM EXITS OF RAMON ENRIQUEZ HIGH SCHOOL GRADE 12 GRADUATES

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Influences on Curriculum Exits of Ramon Enriquez High School Grade 12 Graduates

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Abstract

This study aimed to find out the influences on curriculum exits of Ramon Enriquez High School Grade 12 Graduates. This study utilized a quantitative research design. 95 Senior High School Graduates of Batch 2012 were the study's respondents. This study found that most Senior High School Graduates choose Higher Level Education after graduation. It also found out that all identified factors such as family background or parents, peers or friends, economic status, and personal dreams and goals were moderately influenced in their choice of curriculum exit. Most of the respondents consider several factors when selecting their program exits after graduation. When disparities were analyzed, it was found out that there is a significant difference in the influences in the selection of curriculum exits based on sex and strands. However, there is no significant difference in the influences in the selection of curriculum exits based on age. It was also found that the component of personal dreams or goals significantly influenced grade 12 students' career decisions based on their sex, whereas the economic status of their family moderately influenced students' choice of specialization. Based on the findings, it can be recommended to strengthen the conduct of career guidance fair to give importance to all curriculum exits of Grade 10 Completers, k to 12 graduates and ALS students, also helps to monitor their curriculum exits and to emphasize various factors that serve as their inspiration on their decision-making. In line with this, the study further recommends to the school head, with the collaboration of the School Implementation Program Committees, to conduct seminars and training to advocate career guidance pertaining to the factors that affect the students' preference in curriculum exits.

Keywords: *Curriculum Exits; Factors; Influence; Senior High School; K-12*

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Introduction

The K-12 Basic Education Program is the latest educational system which was organized and implemented by the educational administration and aims to upgrade the learners' skills capacity, transform them into competent citizens, and make the graduates ready for sustainable jobs and employment. One of the education tools is to provide the learners with the appropriate set of competencies and values to nurture their minds brought by the educational services offered and rendered to them that lead to the desirable career path.

In accordance with the DepEd Order No. 169, s. 2018, as the learners acquired the necessary competencies brought by the learnings that they gained from their school training and to assist them pertaining to their decision for their curriculum exits as they graduate, the graduates will be able to decide whether they intend to proceed on the higher level, to engage in a middle-level skills development, to engage-in or develop their own business or entrepreneurship, or to be deployed on their employment. Those are the recommended options that the graduates can select based on their preference, interest, or prior competencies that fit their decision. Through the Career Guidance Program, the Department of Education has previously prepared the students to choose their potential career exits. as an intervention to meet the relevance of the acquired competencies on the desired career path (DepEd Order No. 41, s. 2015).

However, this study concerned the outcomes among the graduates pertaining to the relevance of their career path based on the competencies they acquired during their school training. Brought by the variety of factors along with the implementation of the latest educational program and the advent of trends in the 21st-century generation which the graduates' decision on the career path that they chose, there was an uncertainty in determining the significant factors that influence the graduates' decision on their career path as a basis to develop a program that promotes and integrates the tested factor that leads graduates on their decision.

Teachers and career advocates utilized Bacaling (2018, 61) findings by developing a curriculum that would assist students in choosing their post-graduation courses. Consequently, a three-day senior high curriculum exit-fair was established, featuring a job fair, business demonstrations, college/university fair, and vocational fair. Higher education is the respondents' chosen curriculum departure, and societal, familial, and personal considerations influence their preferences. Family affected the majority of responders among the factors stated.

Brought by the uncertainty to determine the exact factors that lead to the graduates' decision, this study inspired to find out the preference and pursued curriculum exits among graduates of Ramon Enriquez High School (REHS). Furthermore, it sought to explore the factors influencing their choice in curriculum exits. Lastly, it tracked for its significant difference based on the graduates' sex, age, and TVL strand.

The outcome of this study may be beneficial for the school head, together with the collaboration of the School Improvement Plan (SIP) committee, to initiate, develop, and implement a career guidance program to provide awareness about the aspects that impact students' career choices.

Literature Review

Career Education. The Department of Education through the DepEd Order No. 41, s. 2015 showcased and implemented the career guidance program that aids students' awareness of the career decisions they desire to be involved in. Instead of focusing on academic subjects, a learner will focus on the hands-on performance or

activity that leads to their preparedness in occupation. Career guidance program education helps them develop the appropriate knowledge and skills that they desire to select and follow a career path.

Furthermore, career decision is one of the significant aspects on the part of a senior high school graduating student that leads to the lifelong process (Florida State University 2023). In line with this, it is a continual process throughout their personal development. Examining the function of professional education, the K to 12 programs play a significant role as an intervention to respond to challenges given issues like the lack of skilled labor and the high rate of youth unemployment. Hence, it is critical to recognize how public education influences students' decisions (Ciriaco 2018, 1).

Also, the economic perspective that some countries with a more significant population of vocational education students in secondary schools typically exhibit a smaller range of unemployment (Cook et al. 1996, 3368-3385). Thus, not to be overstated, it could be the keynote that engagement among students serves as a significant factor in education. The student's future and career plans matter the most. In order to encourage engagement, educational programs were recommended to observe the accessibility of students with various attributes and abilities, especially for those unable to pursue their higher studies.

In addition, a career is one of the most crucial choices students will ever make (Hellmann 2022, 1). Students must carefully and comprehensively decide that would lead to permanent and appropriate profession and other career they intend to pursue to meet their life satisfaction. Thus, it recommends that students establish their career choices while studying in their secondary school training, which could be the way to address the challenges of aligning their profession with their skills and academic achievement. Given that the career process keeps progressing as time goes by, it is considered a keynote for the students regarding the opportunities they may grab, maximize, and use in their career choices. Predicting costs against the benefits of education causes the students to commit mistakes and either over or underestimate their financial situations. Moreover, it further recommends that students not confine or stick to a single opportunity or stop trying if some possible opportunities are more likely obsolete. Lastly, it advised the students to create their own opportunities where other opportunities were not offered.

K to 12 responses to Career Education. The basic educational agency offers the Senior High School curriculum has its variety of salient features through the recommended area of specialization or tracks that benefit the learners' choice. One of the tracks brought by the program is Technical Vocational and Livelihood Education, with the aim of preparing graduates to be employable (Ciriaco 2018, 1).

Supportively, the DepEd Order No. 30, s. 2017 issued the guidelines for work immersion that allow the students accessibility to their industry partners' facilities and manpower simulation, which serves as an opportunity to translate their acquired competencies, gain practical skills relevant to the industry needs, and instill positive work ethics and values that is aligned on their pursued higher education or work engagement. In line with this, the learner prescribed at least 80 hours for work immersion as a pre-requisite for their graduation. Moreover, learners who are less than 18 but not greater than 15 age suggests them to render at least 40 hours per week.

In relation to this, the K to 12 program was engineered with the collaboration of CHED, TESDA, and other delegates from every industrial and business sector. It aims to transform learners to be competent across national and international competitiveness and to prepare for the chosen career path (Tabora 2011).

Curriculum Exits in Senior High School. According to Bacaling (2018, 61-67), on her study regarding the change in curriculum from Basic Education Curriculum (BEC) to K to 12 Program shows that the skills that were honed and career preferences

among Filipino students. The K to 12 Curriculum focuses on translating learners into a globally competent manpower resource, which is addressed by the senior high school program divided into four opportunities classified as curriculum exits, particularly on employment, entrepreneurship, higher education studies, and the development of middle skills. As a result, the majority of seniors who graduated from high school were able to acquire the required learning competencies, which would help them when they pursue higher education. While the curricular program makes clear, it observes that several students seek job offerings after their graduation. In line with this, it further recommends that career guidance, some students are still unsure about their post-graduation plans.

Furthermore, the majority of the students were just somewhat familiar to the four curriculum exits such as employment, entrepreneurship, middle-level skill development, and higher education (Cabral 2020). In line with this, the school administrators, together with the teachers and students, evaluated that guidance services such as career education, career information, career and employment counseling, and work deployment were only seldom employed by their schools. Based on their assessment, this concluded that there was a difference in the implementation of the said activity. Based on the findings revealed, their study proposed a module in career counseling for millennial learners to assist them in discovering the different curriculum exits they may choose.

Career path. Senior high school graduates consider employment a key opportunity and its implication on financial outcomes as they enroll in their desired courses. Also, some sites offering jobs released in-demand jobs in the country, out of which business degree courses were the trend program in demand. In relation to this, the business-related courses were outlooked mostly by the senior high school graduates. Students' intent on their career path predicts the appropriate degree they may take for their tertiary education regardless of the SHS strand that they took up in the first place. In contrast, the basic educational agency recommends that future graduates decide on an area of specialization that anchors on their interest, which assumes their skills development (Egay 2023, 1).

Furthermore, the students' interest plays a significant role in their preference in terms of strands and courses offered to them. In line with this, students will be engaged in the curriculum offered to them based on their interest and working opportunity upon their completion (Indumathi 2021, 1).

Also, schools' practices in gender equity serves as a significant factor that promotes accessibility to all learners among with their learning involvement, achievement, setting goals, and utilization of their acquired learning competencies on their practical application. Gender equity provides learners with easy access to educational services, which results in their successful educational achievement (Raliance 2023, 1).

In addition, some of the companies were hesitant to hire senior high school graduates since the employers demanded the qualification of graduates suited on their standards that goes beyond from senior high school level. It further suggests for those employers to evaluate the readiness of their industry and its availability of vacancies for the senior high school graduates. Also, the Small and Medium Enterprises (SMEs) frequently recruit senior high school graduates (Valencia 2019, 1).

Based on the stated challenges above, the basic educational agency obliged to respond the programs and its goals brought by the SHS program to provide the set of competencies to prepare graduates to be employable, productive, and relevant manpower resources that the society needs (Magsambol 2022, 1).

However, the business process outsourcing (BPO) employers, professional service, retailer, and manufacturer has an interest in hiring SHS graduates since the

available jobs offered for them are entry-level administrative work, sales-related jobs, and customers service job which suited for level (Cortez 2021, 1).

Also, the Philippine Business for Education (PBED) considered the affirmative perspective on the companies in relation with the job recruitment offered for senior high school graduates. It further advocates for education, accessibility, and readiness. Also, it was noted that the readiness of the company to hire senior high school graduates relies on the availability of the equipment, facilities, and vacancy of position, while accessibility was observed by them (Raagas 2023, 1).

Moreover, Fernando (2023, 1) determined that the majority of the graduates decided to proceed with the higher education studies that they intend to attend. He also stated that there was a need for financial resources and other necessities as a pre-requisite and admission to the higher education studies they intend to be involved in. In addition, some of the students intend for the accessibility of an immediate and available opportunity right after completing the course and to prepare for the great deal of responsibility.

Influence on Choosing Curriculum Exits and its Challenges. A variety of significant factors influence the graduates' future career choices and their effects based on the different levels (Edubirdie 2023, 1). It assumes that different life roles in their decision-making lead to or influence their career preference. Thus, their interest and personality serve as a keynote on how their personality influences their preference, including their work ambitions and abilities.

Moreover, Shah (2023) expressed that students will go on the process of involvement in their secondary school program to equip them with the necessary knowledge based on their preferences and interests due to the interactions of the stakeholders in their environment. Based on this statement, career guidance programs will be offered to them to aid students find out their own potentials and develop them to the full.

In addition, most of the students are able to survive on the stage despite of their uncertainty of career path that they chose on (Gurchiek 2022, 1). As a result, those students have difficulty and confusion in deciding on a specific area of specialization brought by the tertiary education without the prior idea pertaining on the outcome that they desired to experience.

As affirmed by Qualifax (2023, 1) that the child's decision should be in accordance with the parents' approval with regards on the Filipino culture. In relation to this, parents and other elders who are supervising the child should be consulted first upon the decisions made by the child. Significantly, financial factors serve as an important support upon the admission process on their tertiary education.

In addition, Hashim and Embong (2015, 252) claimed that the adolescents on their phase were most likely be influenced with the cultures or norms of their peers that manifests on their personal identity. Also, peers' expectation serves as a significant factor that influences adolescent development.

Lastly, parental expectations and values plays a significant role on the child's career path that they desired to pursue on (Midkent College 2023, 1). Moreover, a child raised by low to middle-income families were expected on the child's preference. It further recommends parental support on the students' engaged activities, assistance on the students' reactions, and comments on the students' career choice which will serves as a norm that can advocated in home.

Research Questions

This study aimed to find out the Influence on Curriculum Exits of Ramon Enriquez High School Grade 12 Graduates

Specifically, the study sought to answer the following problems:

1. What is the profile of Grade 12 Graduates of Ramon Enriquez High School when grouped according to:
 - 1.1. Sex;
 - 1.2. Age; and
 - 1.3. TVL Strand/ Specialization.
2. What Curriculum Exit did the respondents prefer after graduation?
3. What Curriculum Exit did the respondents pursue after graduation?
4. What factors influence the respondents in choosing the Curriculum Exits after graduation?
5. Is there a significant difference on the influences in the selection of Curriculum Exits based sex, age, and TVL Strand/Specialization?

Scope and Limitation

This study serves as a tracer study that focused only on the preference and pursued curriculum exits among the Grade 12 Graduates of Ramon Enriquez High School for School Year 2017-2018 under the Technical-Vocational Livelihood Track offered by the abovementioned school. In addition, it sought the factors that influence their choice in curriculum exits in terms of family background/parents, peer/friends, economic status, and personal dreams/goals to track its significant difference based on the graduates' sex, age, and TVL strands. Furthermore, 125 graduates were selected randomly across Higher Level Education, Entrepreneurship, Employment, and Middle Level Skills Development. However, this study delimits only those graduates who were not able to be employed. The study found that 2012 graduates, mostly female, aged 23-25, primarily pursued Food and Beverage Services, with a moderate preference for higher education. In addition, economic status and personal dreams as a factor has significant differences based on their strand. Based on these findings revealed, this suggests the school head with the collaboration of their Schools' Improvement Plan (SIP) committee to utilize the study as a reference to initiate, develop, and implement a training program to cater to provide awareness pertaining to the factors that influence them on their career choice. This research was done in the School Year 2022-2023.

Method

Research Design

This study utilized the Descriptive-Quantitative Research Design using questionnaire-checklist as the main tool in collecting and analyzing data in a single study. Descriptive design was appropriate to gather the profile of graduates based on their sex, age, and TVL strands, and to determine the factors that influences them on curriculum exit of the pioneering Senior High School graduates of Ramon Enriquez High School. Also, Quantitative Research through comparative design to track its significant difference based on the graduates' sex, age, and TVL strands.

Research Participants

The participants in this study were the Senior High School graduates who took Technical-Vocational and Livelihood (TVL) track across any strands offered by the Ramon Enriquez High School (REHS) during the school year 2017-2018 to participate in this study. Furthermore, there were ninety-five (95) out of the 125 identified pioneering graduates, and those figures was extracted through Slovin's formula to determine its sample size. Thus, the given figure identified and selected through simple-random sampling design by means of raffling technique as a sampling technique to

select the respondents out of the entire population to participate for this study. Within the mentioned number of populations, there were 27 EIM graduates, 30 BPP graduates, and 38 FBS graduates who participated in this study.

Table 1: Total Population of the Grade 12 Senior High School Graduates

Specialization	N	N
Electrical Installation and Maintenance	36	27
Bread and Pasty Production	39	30
Food and Beverage Services	50	38
Total	125	95

Table 1 shows the total population of Grade 12 graduates School Year 2017-2018. The table tallied 125 graduates from which 36 were under Electrical Installation and Maintenance, 39 under Bread and Pastry Production and 50 students under Food and Beverage Services. 27 respondents from Electrical Installation and Maintenance, 30 from Bread and Pasty Production, and 38 from Food and Beverage Services. Furthermore, the total population was extracted out of it through simplified Slovin's formula by utilizing Raosoft sample size calculator with margin of error of 5% and confidence level of 95% out of 125 population 95 sample size population will be selected as respondents in this study.

Research Instrument

A researcher-made questionnaire was used as a survey tool to trace the curriculum exits of the respondents after they graduated from senior high school and the factors influencing their choice for a curriculum exit. The research-made questionnaire comprised of three parts. Part I is the demographic survey in which the participants were requested to indicate their sex, age, and specialization. Part II included the Curriculum Exits, as determined by the Department of Education, which students pursued after they graduated from senior high school: Higher Level Education, Entrepreneurship, Employment and Middle Skills Development. Part III is the Likert scale questionnaire-checklist highlighting the factors guiding learners in selecting their curriculum exit. A score of 4 will be marked for Strongly Agree, 3 for Agree, 2 for Disagree, and 1 for Strongly Disagree. Moreover, this study was validated by the three-research experts of Ramon Enriquez High School to determine the relevance of the statement embedded in the instrument to the agreed research problems. In addition, the consultants' recommendations and comments were followed for the improvement of the constructed instrument.

Data Gathering Procedure

A letter of permission was sought from the City Schools Division Office Superintendent to conduct the study at Zamboanga City. Upon approval, a letter was sent to the principal to arrange the schedule of the gathering of data for the Grade 12 graduates' batch 2018 of Ramon Enriquez High School. The participants were informed as to the purpose of the study, and consent of the same was secured. The method for collecting data was made through a survey questionnaire. A researcher-made questionnaire checklist was developed that served as the instrument to collect the data needed to answer the research problems of this study. The researcher sent the questionnaire via Google form and collected the questionnaire for ease and fast retrieval from the respondents. Furthermore, data gathering ensures the ethical consideration at utmost confidentiality agreed upon between the researchers, School Research Committees, and the School Head by securing informed consent to acknowledge the

respondents' voluntary participation. This ensures that their sensitive profile is kept at utmost confidentiality.

Data Analysis

The raw data gathered was tabulated, organized, and analyzed by employing frequency and percentage as descriptive statistics intended to count the profiles of grade 12 graduates of Ramon Enriquez High School. Also, arithmetic mean as a descriptive-parametric test was used to determine the factors influencing students in choosing the curriculum exits after graduation. Lastly, the independent sample T-test was employed to track the significant difference in terms of sex, and the One-Way ANOVA Test was used in terms of age and TVL Strand/ Specialization.

Results and Discussion

Demographic Profile of the respondents. Table 1.1 to 1.3 presents the profile of the respondents in terms of sex, age, and strand.

Table 1.1: Frequency and Percentage of Respondents in terms of Sex

Sex	Number of Respondents	%
Male	47	49.5
Female	48	50.5
Total	95	100%

Table 1.1 presents the profile of Grade 12 Ramon Enriquez High School graduates based on their sex. As shown in the table, 95 students were selected as the respondents. Of the 95 students, 47 or 49.5 % were male, while 48 or 50.5 % were females. This implies that both males and female who were able to finish their TVL course across specializations achieved their higher-level education, employment, entrepreneurship, and middle-level skill development in line with the specialization they took during their school training. Based on the results presented, this supports the idea of Raliance (2023, 1) that the school ensures the gender equity of schools' training involvement and opportunity after they finish the course.

Table 1.2: Frequency and Percentage of Respondents in terms of Age

Age Group	Number of Respondents	%
20-22 Years Old	9	9.5
23-25 Years Old	65	68.4
26-28 Years Old	18	18.9
28 Years Old and Above	3	3.2
Total	95	100%

Table 1.2 shows most of the respondents were ages 23-25 years old (65 or 68.9%), followed by ages 26-28 years old (18 or 18.9%) while ages 20-22 years old (9 or 9.5%) and ages 28 years old and above (3 or 3.2%) has the lowest. This implies that most respondents were aged 23-25, the preferred age after graduating Senior High School. In contrast, students aged 28 years and above had the least number of respondents classified as mature. In line with this, it supports the advocacy of Ciriaco (2018) that there should be an immediate destination for the acquired learning competencies during their schools' training involvement on their opportunity in entrepreneurship, employment, higher-level studies, and middle-level skills development.

Table 1.3: Frequency and Percentage of Respondents in terms of Strand

Specialization	Number of Respondents	%
EIM	27	28.40
BPP	30	31.60
FBS	38	40
Total	95	100%

Table 1.3 shows the number of respondents based on their specialization. Among the population, 38 respondents, or 40% of the total population, took the Food and Beverage Services Specialization, while 30 respondents, or 31.60%, took the Bread and Pastry Production Specialization. Lastly, 27 or 28.40 % comes from Electrical Installation and Maintenance Specialization. This implies that most respondents took the Food and Beverage Services specialization. In contrast, the specialization of Electrical Installation and Maintenance had the least number of respondents. This ensures that the senior high school observes the accessibility of the strands that they offered to cater to the student's choice of training involvement, which leads to their appropriate destination in entrepreneurship, higher-level studies, middle-level skills development, and employment as support on the agenda of Ciriaco (2018, 1) that the schools have to ensure the accessibility for students on their skills development, and opportunity to use their learning competencies as their asset on their career choices such as entrepreneurship, higher-level studies, middle-level skills development, and employment.

Graduates' preference. Table 2 presents the curriculum exit preference of the respondents after graduation.

Table 2: Frequency and Percentage of Respondents' Curriculum Exits in terms of their Preference.

Curriculum Exits	Number of Respondents	%
Higher Level Education	68	71.60
Entrepreneurship	5	5.3
Employment	13	13.7
Middle-Level Skills Development	9	9.4
Total	95	100%

Table 2 shows the number of respondent's curriculum exits in terms of their preference. Among the curriculum exits it can be seen that 68 respondents, or 71.60% of the total number of respondents, preferred Higher Level Education. This is followed by Employment at 13.7%, where 13 respondents preferred after graduation. Only 9 respondents, or 9.4% of the total respondents, preferred Middle-Level Skills Development. Lastly, 5 respondents, or 5.3%, preferred Entrepreneurship. It implies that most respondents appreciate the worth of High-Level Education because they have goals they want to pursue and fulfill. This finding is proven by the study of Mago (2019, 1) that out of eighty-four grade 12 learners, seventy-two chose higher education over employment, entrepreneurship, and middle skills.

Graduates Pursued Career Paths after graduation. Table 3 presents the pursued career path after graduation.

Table 3: Frequency and Percentage of Respondents' Curriculum Exits in terms of their Pursued Career Path

Curriculum Exits	Number of Respondents	%
Higher Level Education	49	51.60

Entrepreneurship	16	16.80
Employment	24	25.30
Middle-Level Skills Development	6	6.30
Total	95	100%

Table 3 shows the number of respondents' Curriculum Exits in terms of their Pursued Career Path. Among the curriculum exits it can be seen that 49 respondents, or 51.60 % of the total number of respondents, pursued Higher Level Education. This is followed by Employment at 25.30%, where 24 respondents pursue after graduation. Only 16 respondents, or 16.80 % of the total, have pursued Entrepreneurship. Lastly, 6 respondents, or 6.30, pursued Middle-Level Skills Development. Similar to the preference of the respondents in choosing their curriculum exits. These findings supported the study conducted by the Bureau of Curriculum Development (2020) revealed that there was a higher proportion of graduates who pursued higher education studies at around 82.67%, while a smaller proportion of graduates who were involved in employment, entrepreneurship, and middle-level skills development at around 10.22%, 1.30%, and 0.42% respectively. However, there were graduates who were not able to decide on the exit to pursue.

Influencing Factors. Table 4 presents the factors that influence the Graduates in choosing their curriculum exit after graduation.

Table 4: Factors Influences the Respondents in Choosing the Curriculum Exits after Graduation

Factors Influence on Curriculum Exits	Mean	Description
Family Background/Parents	2.64	Moderately Influenced
Peer/Friends	2.61	Moderately Influenced
Economic Status	3.14	Moderately Influenced
Personal Dreams/Goals	3.14	Moderately Influenced

*Legends: 1.75-1.00=Does not Influenced; 2.50-1.76=Less Likely Influenced;
3.25-2.51=Moderately Influenced; 4.00-3.26=Highly Influenced*

Table 4 shows the factors influencing the respondents in choosing their curriculum exits after graduation, with the computed overall means ranging from 2.61-3.14 of all factors enumerated, interpreted as "Moderately Influenced." This implies that the graduates felt moderately influenced, most especially in personal dreams, followed by economic status, peer/friends, and family background that leads them to their preference or choice of their curriculum exits significantly on higher-level studies. It is similar to the findings reported by Gurchiek (2023, 1) her study regarding the elements influencing job preferences, the respondents listed learning experiences, financial support, professional specialization, flexibility, personal interest, and employment stability as the top reasons for selecting their curriculum exits. Therefore, the Senior High School Graduates in the Technical Vocational and Livelihood track of Ramon Enriquez High School for the year 2017-2018 were moderately influenced in terms of personal dreams, economic status, peer and family background on their preference or choice of curriculum exits.

Testing the Difference in the Influences in the Selection of Curriculum Exit when grouped according to profile.

Table 5.1: Significant Difference in the Influences in the Selection of Curriculum Exits Based on Sex

Factors	Sex	Mean	F Value	P Value	Interpretation
Family Background/ Parents	Male	2.72	1.41	0.15	Not Significant
	Female	2.54			
Peer/Friends	Male	2.77	2.47	0.15	Not Significant
	Female	2.45			
Economic Status	Male	3.09	-1.03	0.30	Not Significant
	Female	3.20			
Personal Dreams/ Goals	Male	3.26	2.17	0.03	Significant
	Female	3.02			

(*Significant Alpha Level =0.05)

Table 5.1 revealed the test result for the significant difference of the influences in the selection of curriculum exits according to the respondent's gender. Among the four identified factors, only the "Personal Dreams/Goals" as a factor garnered a probability value of 0.03, less than the prescribed alpha level of 0.05. When analyzed separately and computed mean, the males got 3.26, affirmed as "Highly Influenced," while female respondents got "Moderately Influenced." In line with this, the null hypothesis of "No significant difference of the personal dreams & goals as factors influencing graduates in the selection of curriculum exits based on their sex" sought to be rejected. This implies that the male graduates were more focused on their personal dreams as their inspiration that leads them to select their preferred curriculum exits, especially on higher-level studies, as contrasted to the female graduates. These findings showed that male graduates were more determined on their personal goals than female graduates. It is also supported by the study conducted by Lent, Brown, and Hackett's Social Cognitive Career Theory (SCCT) (2022, 255), which stated that there are influences in an individual's career that connect to self-efficacy and personal goals. The most significant influences on students' job decision-making are "personal factors." In conclusion, there was a significant difference in the personal dreams/goals influencing the selection of curriculum exits based on the respondents' sex.

In contrast, family background, peers and friends, and economic status as factors influencing graduates' selection of curriculum exits proved to be not significant with the probability value ranges from 0.15-0.30, which were greater than the alpha level of 0.05 which leads that the null hypothesis of "No significant difference of family background, peer & friends, and economic status as factors influencing graduates in the selection of curriculum exits based on their sex" sought to be accepted. This implies that both males and females were moderately influenced by their family background, peers and friends, and economic status, which leads them on their preference to select their desired curriculum exits. In line with this, it is also supported by the advocacy of Raliane (2023, 1) that the schools' assurance of equity in terms of accessibility on the selection of their career path. Overall, this study concludes that there was no significant difference in the graduates' family background, peer and friends, and economic status as a factor influencing their curriculum exits based on their sex.

Table 5.2: Significant Difference on the Influences in the Selection of Curriculum Exits Based on Age

Factors	Age	Mean	F Value	P Value	Interpretation
	20-22 y/o	2.57	1.36	0.26	Not Significant
	23-25 y/o	2.69			

Family Background/ Parents	26-28 y/o	2.55			
	28 y/o above	2.00			
Peer/Friends	20-22 y/o	2.73	1.68	0.17	Not Significant
	23-25 y/o	2.52			
	26-28 y/o	2.88			
	28 y/o above	2.46			
Economic Status	20-22 y/o	3.08	0.23	0.87	Not Significant
	23-25 y/o	3.13			
	26-28 y/o	3.18			
	28 y/o above	3.33			
Personal Dreams/ Goals	20-22 y/o	3.33	1.62	0.18	Not Significant
	23-25 y/o	3.13			
	26-28 y/o	3.01			
	28 y/o above	3.66			

(*Significant Alpha Level = 0.05)

Table 5.2 shows the test result to figure out the significant difference in the influences in the selection of curriculum exits based on respondents' age, which garnered the computed probability value ranges from 0.17-0.26, which was greater than the recommended alpha level of 0.05 that leads into the decision that the null hypothesis of "No significant difference of the factors influencing graduates on the selection of curriculum exits based on their age" sought to be accepted. This implies that the graduates ranged their aged 20-28 years old were moderately influenced by their family background, peers and friends, economic status, and personal dreams, which encouraged them on their desired curriculum exits, especially in higher-level studies. These findings supported the idea of Malubay, Mercado, and Macasaet (2015, 23), who uncovered that age has less impact on choosing courses. Therefore, there was no significant difference in the factors influencing the graduates' selection of curriculum exits based on their sex.

Table 5.3: Significant Difference on the Influences in the Selection of Curriculum Exits Based on Strands

Factors	Strands	Mean	F Value	P Value	Interpretation
Family Background/ Parents	EIM	2.70	0.83	0.43	Not Significant
	BPP	2.51			
	FBS	2.68			
Peer/Friends	EIM	2.65	2.74	0.07	Not Significant
	BPP	2.40			
	FBS	2.75			
Economic Status	EIM	3.07	6.73	0.002	Significant
	BPP	2.96			
	FBS	3.35			
Personal Dreams/ Goals	EIM	3.25	0.79	0.45	Not Significant
	BPP	3.10			
	FBS	3.09			

(*Significant at alpha =0.05)

Table 5.3 presents the test result to determine the significant difference in the influences in the selection of curriculum exits in the respondents' strands. Among the

factors identified, “Economic Status” got a probability value of 0.002, which was less than the prescribed alpha level of 0.05. When analyzed separately, Food and Beverage Services (FBS) group got the computed mean score of 3.35, described as “Highly Influenced”, while the group of Electrical Installation and Maintenance (EIM) and Bread and Pastry Production (BPP) got the mean score ranges from 2.96 to 3.07 described as “Moderately Influenced”, which those results proved that the group of Food and Beverage Services (FBS) significantly differed from the other groups in relation with the economic status as a factor that influences the selection of curriculum exits. Based on this result, it implies that all respondents were influenced by the economic status of their parents or their families. This is supported by Uyar, Gungormus, and Kuzey (2011, 29) stated that factors influencing the decision of students include career opportunities, money, and good job opportunities. In conclusion, there was a significant difference in the economic status as a factor that influences the selection of curriculum exits based on the respondents’ strands.

Conclusion and Recommendations

The majority of the 2012 Ramon Enriquez High School Class of Grade 12 graduates were female and between the ages of 23 and 25. Most graduates took up Food and Beverage Services in terms of specialization. According to the data, higher-level education is the curriculum exit the respondents favored following graduation. Most of the Grade 12 graduates sought higher education after graduation. The Grade 12 graduates have a moderate influence on all the factors listed; however, their economic status and personal dreams or goals have a moderate influence more than Family Background and Peers or Friends this implies that there is a consideration while selecting their program exits after graduation. When disparities were analyzed, it was discovered that the grade 12 students' ages did not significantly differ in how their curriculum exits were chosen. This just shows that age has less of an impact on course selection. However, there are notable disparities in how sex and specialization influence Grade 12 students' curriculum exit choices. It was found that the component of personal dreams or goals significantly influenced grade 12 students' career decisions based on their sex, whereas the economic status of their family moderately influenced students' choice of specialization. Based on the findings, it can be recommended to strengthening the conduct of career guidance fair to give importance to all curriculum exits of Grade 10 Completers, k to 12 graduates and ALS students, also helps to monitor their curriculum exits and to emphasize various factors that serves as their inspiration on their decision-making.

The criteria that our senior high school students emphasized while deciding on their course of study or career highlight that it influenced them, and they gave it some thought. Based on the outcomes of this study, the following recommendations are made: 1. For the school head with the collaboration of Schools’ Improvement Plan (SIP) committee to lead and initiate the relevance of students’ awareness and capacity suited on their career choice and emphasize the factors that influences them on their career preferences. 2. For the Career Guidance Advocates to develop and implement a training program as a strategy to provide awareness and capacity suited on their career choice and to orient them the different factors that influences the students on their career preference. Also, they may conduct aptitude test and skills test to measure the overall capacity of students and provide feedback regarding on their fitness on their career choice. 3. For Class advisers and teachers to facilitate and assist the students on their decision-making on their career choice with regards on their acquired learnings, skills capacity, interests and talents with the consideration of the different factors that influences them on their decision making. 4. For collaborative teachers to reach the aim

of the school's intervention, programs or any platforms for them to be guided regarding on the factors influencing their career choice. 5. For future Researchers to conduct a follow-up study to identify additional variables that could affect senior high school students' curriculum exit choices.

Dissemination and Advocacy Plan

I. Rationale

The findings and information from this fundamental study are intended to assist the Career Guidance Advocates of the Division of Zamboanga City in using a program or trainings on the various aspects that affect senior high school students. These are a few of the advocacy efforts that could be carried out following the completion of this study as a way of dissemination.

II. Objective

1. Conduct seminars and trainings for advocates for career guidance on the variables that affect senior high school students' choice of curriculum exits.
2. Impose a centralized and uniform program for the career guidance week that includes the senior high school students' choice of curriculum exits.

III. Strategy

1. Include factors in choosing curriculum exits for Senior High School students in In-Service Training for Teachers.
2. Conduct School Learning Action Cells to designated career guidance and grade 12 advisers the variables that affect senior high school students' choice of curriculum exits.
3. Massive orientation to all grade 12 students during their career guidance week on their possible career choice.

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Financial Report

Particulars/ description	Quantity	Unit	Unit cost	Total cost
A4 Bond paper	2	ream	300	600.00
Ink (black) Epson 3210	1	bottle	295	295.00
Ink (cyan) Epson 3210	1	bottle	295	295.00
Ink (magenta) Epson 3210	1	bottle	295	295.00
Ink (yellow) Epson 3210	1	bottle	295	295.00
Book bind	5	bind	600.00	2,400.00
Fuel (Transportation)	9	Litters	75.00	675.00
TOTAL				4,855.00

The table shows the different costs for different items and particulars used in the entire duration and conduct of the basic research.

**Republic of the Philippines
Department of Education
Region IX, Zamboanga Peninsula
Division of Zamboanga City
Zamboanga City**

Date:_____

Dear Respondents:

We are currently conducting a study entitled **“Influences on Curriculum Exits of Ramon Enriquez High School Grade 12 Graduates”** seeks to gather data on influence on curriculum exits after graduating Senior High School batch 2018 of Ramon Enriquez High School. This survey questionnaire contains personal information. With this purpose, may I seek your cooperation in answering honestly the items provided in this survey questionnaire checklist. Rest assured that all your answers will be treated with utmost confidentiality and will only be used for the purpose of this research.

Sincerely,

Joy Lyn M. Tagnawa

Denson H. Tagnawa

Researchers

SURVEY QUESTIONNAIRE

Influences on Curriculum Exits of Ramon Enriquez High School Grade 12 Graduates

DIRECTIONS: Please make a check next to the relevant answers to each question after providing the most correct response you can. All questions should be answered truthfully; you won't be "judged" depending on your response.

NAME: (Optional) _____

Part I. Respondent's Profile

(Please complete this section by checking the box which corresponds to your answer)

SEX: MALE ☐ FEMALE ☐

AGE: 20-22 ☐ 23-25 ☐ 25-27 ☐ 28 above ☐

SHS-SPECIALIZATION: Electrical Installation and Maintenance ☐
Bread and Pastry Production ☐
Food and Beverage Services ☐

Part II. Student's Career Path/ Curriculum Exits

1. Which of the following Curriculum Exits Path did you prefer after graduation?

Higher Level Education ☐

Entrepreneurship ☐

Employment ☐

Middle Level Skills Development ☐

2. Which of the following Curriculum Exit Path did you pursue after graduation?

Higher Level Education ☐

Entrepreneurship ☐

Employment ☐

Middle Level Skills Development ☐

Part III. Factors Influences on Curriculum Exits

Read each statement and tick on the box for your answers

	Strongly Agree (SA) 4	Agree (A) 3	Disagree (D) 2	Strongly Disagree (SD) 1
a. Family background/ Parents				
1. My parents were the ones who told me which course to take.				
2. I choose this course because I was inspired and influenced by my parents/ relatives				
3. I want to follow the footsteps of my parents in their chosen careers.				
4. I developed an easy understanding and desire of my course choice through observation of my parents				
5. I choose this course as it is part of my family business.				
b. Peers/ Friends				
1. I consider my friends in choosing my course.				
2. I choose this course after hearing about it from my friends.				
3. I believe what my friends say.				
4. I believe that peer influence will take me to a right path.				
5. I choose this course because my teacher made me feel that I could succeed in this course.				
c. Economic Status				
1. I consider the financial status of my family in choosing my course.				
2. The financial status of my family is not enough to support my chosen course.				
3. I consider the employment status of my parents in choosing my course				

4. I consider the family's income in choosing my course.				
5. I choose my course wisely and to help my parent's financial status.				
d. Personal Dream/ Goal				
1. My preference of course is my childhood dream.				
2. I consider the job I will get after finishing my course.				
3. I consider my course because it's suit me well.				
4. My preference is a reflection of my interests.				
5. The availability of job in the future affects my choice of course.				