

SENIOR HIGH SCHOOL GRADUATES TRACER STUDY (GTS): BASIS FOR A PROPOSED LEARNERS' WORK IMMERSION PLAN

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INTRODUCTION

Republic Act 10533, the K to 12 Program covers **Kindergarten and 12 years of basic education (six years of primary education, four years of Junior High School, and two years of Senior High School (SHS))** to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship. (www.officialgazette.gov.ph)

Senior High School (SHS) refers to Grades 11 and 12, the last two years of the K to 12 program that DepEd has been implementing since 2012. Students begin to study in SHS the subjects that will introduce them to their preferred career path. High school in the old system consisted of First Year to Fourth Year. What corresponds to those four years today are Grades 7 to 10, also known as junior high school (JHS). Under Republic Act No. 10533 (Enhanced Basic Education Act of 2013), you will have to complete Kindergarten, Grades 1 to 6 (elementary), Grades 7 to 10 (Junior High School) and Grades 11 to 12 (Senior High School) in all 13 years before you can receive a high school diploma. Students who belong to the K to 12 generation but do not complete Grade 12 will be disadvantaged in that they will not be accepted into a college degree or technical-vocational certificate program without a SHS diploma. They will also miss out on an opportunity to learn skills that can qualify them for employment right after SHS, or prepare them for starting up a business.

Completion of Senior High School is a requirement for college admission, so aiming to study a four or five-year degree program in college, finishing senior high school is a must. Senior high school also allows students to study general education subjects that they would not have otherwise studied until their first or second year in college, giving them more time to dig deeper into their chosen specialization should they eventually decide to pursue higher education.

Inspired by the previous researchers who went to great lengths of tracing the graduates of the senior high school program of Sulivan National High School, the researcher decided to do the same and continue the efforts they have started. Through this study, the graduates of the SHS program, from 2017 to 2018 were traced: from their present address to their employment history. - whether they landed to employment, college level, entrepreneurship or middle level skills development. It was useful in three ways: first, to seek the graduates who are currently employed in related jobs and identify the other fields the graduates excelled in, and even explore their previous jobs; second, to provide the school, especially the senior high school department an opportunity to assess and evaluate its academic techniques and learn the whereabouts of its former students, thus be able to plan on how the SHS immersion program of the school be further enhanced; and third, for the current students of the school, to inspire and empower them in their academic journey.

REVIEW OF RELATED LITERATURE

Orale and Sarmiento (2016), Senior High School Curriculum in the Philippines, Japan and USA shows that the SHS curriculum is intended to prepare students to enter into college or university or to work in the industry or be an entrepreneur. The SHS program is the last level in all basic education programs of the countries reviewed. The Philippines has a clearer model with at least four tracks (academics, tech-voc, sports, arts & design) and at least ten strands. Japan has two tracks in academics and tech-voc. The US basic education

system varies from state to state, similar to its SHS curriculum. There is no definite track as this is left to individual state and their school districts to decide. There are purely academic, tech-voc and other types of schools. The majority of those who choose academic track are students who plans to proceed to college. There is still a stigma in selecting tech-voc and other courses as this are seen by many as the course for poor performing/problematic students. The enrollment in tech-voc schools in the US is declining despite the surge of demand for skilled workers. In the three countries, the availability of qualified teachers is still an issue. This situation is very real in the Philippines as it started the SHS program in June 2016. Other problems include the need to construct a huge number of classrooms and facilities. All of these are currently being addressed too by the government.

The choice of career starts initially from primary to secondary school, and even in Senior High Levels, where choice of strand will be undertaken whether Science Technology, Business or Humanities. This is the crucial time to understand what career means and how it will affect your life forever (Olatunde, 2015). Education is necessary for the practice of chosen careers. And experience is one of the major tools to enhance the skills and knowledge of the student for their future Tabora, (2015). The K-12 Basic Education Program aims to provide every Filipino child with the education they need to compete in a global context. In May 2013, President Benigno Aquino of the Philippines signed into law a basic education curriculum that will see a mandatory kindergarten year and two additional senior high school years added to what was a 10-year education curriculum to make basic education 12 years. The program has been adopted not only in schools in the Philippines, but also in Filipino schools abroad that follow the department's curriculum (ICEF, 2013).

The new education system designed to let the students understand the purpose of highly standardized learning, wherein they undergo on a more advance education, focuses on using technology, and how to communicate with other people (Nation Research Council, 2012). According to Pafili and Mylonakis, (2011), the decision on good career choice sometimes depend on how the way students perceived the world and their future. In coming up with the right decision of what profession to take, students need to utilize their skills.

The new system was appropriate because they would entail creating new institutions to expand the range of education services provided. Moreover, the new education system will have produced a motivated institution with a more improve performance (Brewer, 2007). *"What you are in the present reflects what you will be in the future"*. The path that will be taken today, especially in choosing the specified track is a big step in shaping the children's future. Hence, the K to 12 curriculums is an advance education system for shaping globally competitive learners, as well as meeting the satisfaction and expectation of the students in terms of teaching techniques. It is because of the different methods and strategies of the way that are taught.

"Education is our passport for the future, for tomorrow belongs to the people who prepare for it today", this was the claim of African-American human rights activist, and Muslim Minister, Malcolm Little. Indeed, the trend of modern society today prioritizes and employs most of educated people rather than the uneducated. While according to the Philippine Constitution, education should be a right and not a privilege to some. In the ever innovating and fast-paced society, education is indeed a need and not a want nowadays.

Mabunga, (2011), a chairman of Human Rights Defenders, "The 1987 Philippine Constitution speaks elaborately of the right to education. It vows to '...protect and promote the right of all citizens to quality education at all levels...and take appropriate steps to make such education accessible to all...' In this principle, the Philippines takes cognizance of the normative characteristics or elements by which the right to education is

founded namely: quality education, accessibility of the right and non-discrimination. By being so, bonded itself to the obligatory nature in realizing the right both legally and politically.”

Our society is run by business, and employers seek those who are competent and work efficient, and most employers thought that they would get these people from those graduated from Top Universities and Colleges, well if not, at least the criteria that they would be looking at, is a competent and efficient employee. The Philippines is, at present, the top 20 most populated country in the world, it marked its 1 Billion population as of July 12, 2014 according to Population Commission (POPCOM). The only democratic sovereign state in South- East Asia, and Asia’s Show Window of Democracy, yet there is a high range of gap between the poor and the rich. A wide economic inequality is clear paradox in a nation that promotes democracy. In the statement of the National Statistical Coordination Board in 2005, it was realized that the income gap, or the economic inequality in the Philippines was wider than in Thailand and Indonesia.

Every now and then, we could not assure that these graduates could find a job, or a job suited on their course right away, according to Alan Tajunsay, Trade Union Congress of the Philippines (TUCP) spokesman, college graduates don’t get hired right away based on the last National Statistics Survey. This situation of our economic status about the more increasing labor force portrays more advantages and disadvantages like a double edge sword. To be taken in a positive manner, these 700,000 college graduates are a great potential to our economy because they could offer professional work and services to our country. The negative side of this large labor force is that when they are unemployed, they will add to the 2.96 Filipinos that has no jobs.

CONCEPTUAL FRAMEWORK

The Systems Theory by Edward Deming (1986) generally states that success in any system requires more than the best efforts and hard work for the administration 95% of the problems belong to the system and the responsibility of the management while the works are just trying to do the best job that they can deliver within the constrain of the system (J. Horine, 1993).

The theory explains that a system is a series of functions or activities sub- process within an organization that work together for its aim. Purpose defines the thrust a system input, on the other hand, is characterized as the primary element that motivates an action of a system.

The IPO model has many interdisciplinary applications and is used to convey systems fundamentals. It consists of at least three, and sometimes four, distinct components. In contemporary information technology, it is usually discussed as a four-component model in which the fourth is a named optional.

Input – It is a raw data acquired in some way or preexisting data provided by an external system.

Process – It accepts the inputs and transforms it into some other state to produce the output.

Output – The result of the input after undergoing process.

Through the theory’s input-process-output model and its union with the objectives of this study, the researcher came up with the following:

- A. Input: Employment Profile of Senior High School Graduates (S.Y. 2017-2018) of Sullivan National High School
- B. Process: Analysis of the questionnaires answered by the respondents.
- C. Output: Action plan for SHS program implementation as regards to employability of graduates.

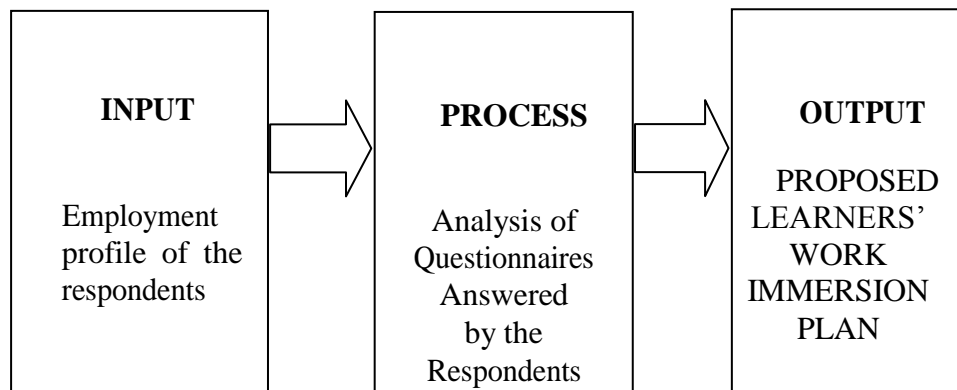


Figure 1. Conceptual framework of the study

RESEARCH QUESTIONS

The study aimed to determine the employment profile of Senior High School graduates of Sullivan National High School for 2017- 2018 to serve as input for learners' work immersion plan of the school.

Specifically, this study sought answers to the following questions:

1. What is the socio-demographic profile of Senior High graduates of Sullivan National High School batch 2017 to 2018?
2. How may the educational background of the graduates be described in terms of:
 - 2.1 track/ strand completed in SHS?
 - 2.2 specialization completed in SHS?
 - 2.3 qualification?
 - 2.4 course taken after SHS?
3. How may the employment profile of SHS graduates be described in terms of:
 - 3.1 employment status?
 - 3.2 work experience?
 - 3.2.1 application?
 - 3.2.2 employer?
 - 3.2.3 relevance of required skills in SHS to current job?
 - 3.2.4 problems encountered at work?
4. What plan of action may be proposed to improve the SHS program implementation vis-à-vis employability of graduates (immersion plan)?

SIGNIFICANCE OF THE STUDY

The tracer study's importance is reflected in the following items. The formulation of this document came into great significance considering the following:

SHS Graduates. Through this study, the graduates of this program, Senior High School, will be able to compare and contrast their past and present jobs with their colleagues. Also, they will be aware of the job opportunities that lie before them, and be able to pursue these.

Sullivan National High School. As a research rooted to the academic institution, this study will be significant to Sullivan NHS itself. Through the years of educating the youth for the masses, the institution strives to be greater than ever. This study will be able to track its graduates and evaluate their present status. Through this, the school will be able to recognize the product of its academic hardship, specifically on how well are they

in their respective workplace, if they have jobs connected with their SHS track, and give honor to Sullivan NHS at the same time.

Department of Education. This study provides the Department in particular, the information about the attainment of its SHS graduates. It will continue to inspire them to produce globally competitive students suited to the program. Furthermore, this tracer study may be used in the evaluation of the institution and Department, to continue its positive aspects and focus on the improvement of its weak points.

Future Researchers. Future researchers may use this study as reference for their researches, especially those who wish to continue tracing the graduates of Senior High School program.

SCOPE AND LIMITATIONS

The study traced Sullivan National High School's SHS graduates of batch 2017 to 2018 only and did not include later batches, or any programs. The researcher was able to find SHS graduate students on their different chosen fields. The researcher determined the careers they have chosen, and their careers at the time of the study and whether they are still in line with the industry of their choice during their SHS years.

The researcher limited the scope of the study with regards to the participants' compliance to the researchers. The results were based solely on the respondents' answers and the related studies the researchers have perused.

TYPE OF RESEARCH

The research entitled Senior High School Graduate Tracer Study (GTS) from 2017 to 2018 utilized the quantitative research approach.

To explain thoroughly the level of Witt (2001) described it as a traditional scientific method, which generates numerical data and usually seeks to establish causal relationships between two variables, using statistical methods to test the strength and the significance of the relationships. employability and job satisfaction of the respondents, the researcher used the descriptive design.

RESPONDENTS

The respondents of the study were the twenty (20) Senior High School graduates of Sullivan National High School, SY 2017-2018.

SAMPLING METHOD

For the purpose of this tracer study, total population sampling was employed by the researcher. There was a total of 20 SHS graduates from Sullivan National High School in SY 2017-2018. A list of these graduates was generated from the school records and each was traced.

SOURCES OF DATA

The researcher used primary and secondary data sources for the study. Primary data were gathered through survey methods using secondary data sources such as SF1 and school report on promotion or SF5 and other school records that may identify the first batch of senior high school graduates.

INSTRUMENTS

Since the study is a quantitative research, a questionnaire was used as instrument. The questionnaire was adapted from the GTS questionnaire of DepEd Region X in their SHS Graduate Tracer Study (GTS). The first part of the questionnaire is the general information about the respondent, while the second part consists of questions regarding the educational background of SHS graduates. A third part of the questionnaire pertains to employment data of the respondents.

Interview was also utilized as an instrument in this study to clarify some of the responses of from the survey as well as gather additional information that will help the researcher in crafting the output of this study – the proposed learners’ work immersion plan.

DATA COLLECTION PROCEDURE

The primary data was derived from the results gathered from the questionnaires answered by the respondents. Different methods were used by the researcher in order to reach out to the SHS graduates. The researcher sought the assistance of the SHS teachers to invite the first batch of senior high school graduates to distribute the survey instrument. Focus group discussions and interviews with photo documentation were also done among the first batch of Senior High School graduates of Sullivan National High School Batch 2017-2018.

DATA ANALYSIS

Frequency and percentage and mean were used to describe the socio-demographic profile of the SHS batch 2017-2018 graduates of Sullivan National High School. Pertinent data on the educational background and employment profile of the respondents were analyzed using frequency and percentage as well.

RESULTS AND DISCUSSION

Socio-demographic Profile of Senior High School Graduates of Sullivan National High School Batch 2017-2018

There were 20 SHS graduates for SY 2017-2018 in Sullivan National High School. With such a small number of graduates, 100% retrieval of the questionnaire used in this study was made possible.

To better characterize the first batch of SHS graduates of Sullivan National School who were the respondents of this study, their social-demographic profile is presented as follows.

Table 1

Distribution of Respondents According to Age

Age	Frequency	Percentage
20 years old	4	20%
21 years old	11	55%
22 years old	2	10%
23 years old	2	10%
24 years old	1	5%
Total	20	100%

Based on the data from Table 1, majority of the respondents (55%) are 21 years old, while there is only one respondent with an age of 24. This distribution was expected because by the time the students graduate in SHS, most of them will be at the age of 17-19 years old. Thus, at the time of the survey/ data gathering for this study, they are mostly 21 and 20 years old. The mean age of the respondents is 21.25.

Table 2

Distribution of Respondents According to Gender

Gender	Frequency	Percentage
Male	9	45%
Female	11	55%
Total	20	100%

Based on the data presented in Table 2, female respondents (SHS graduates) outnumbered the male by 10%.

A survey by the National Statistic Authority (NSA) in 2014 stated that more women finished college degree than men in the Philippines. In 2010, 56% of the total population of college graduates was women while 44% were men.

In the Filipino culture, women were taught to work harder so it became associated with their education. Women were likely to study harder while men were more likely to play than study (Licuanan, 2014).

Table 3

Distribution of Respondents According to Civil Status

Civil Status	Frequency	Percentage
Single	20	100%
Separated	0	0%
Married	0	0%
Widow	0	0%
Total	20	100%

Table 3 clearly shows that all respondents (100%) are still single after more than a year of graduating from SHS. Surveys from the National Statistics Authority report that the youngest members of the labor force are mostly single. This paves way for the graduates to focus intently on their chosen career, and set married life aside for the moment. Furthermore, according to the marriage survey statistics done by the Philippine Statistics Office in 2011, the ideal age of marriage for women is 25, while for men is 28. With more women participating in this study are 24 years old, it is implied that they are currently developing their chosen careers.

Table 4

Distribution of Respondents according to Residence

Residence	Frequency	Percentage
City or other Place	0	0%
Municipality	20	100%
Total	20	100%

"Residents" refer to natural persons who have their habitual residence in the province, city, or municipality where they exercise their civil rights and fulfill their civil obligations, and to juridical persons for whom the law or any other provision creating or recognizing them fixes their residence in a particular province, city, or municipality. (Local Government code of the Philippines). As reflected in Table 4, respondents are all living in municipality, implying that none of the graduates went to live in the city after finishing SHS.

EDUCATIONAL BACKGROUND OF SENIOR HIGH SCHOOL GRADUATES OF SULIVAN NATIONAL HIGH SCHOOL BATCH 2017- 2018

Track/Strand Completed in SHS

Senior High School is two years of specialized upper secondary education; students may choose a specialization based on aptitude, interests, and school capacity. The choice of career track will define the content of the subjects a student will take in Grades 11 and 12. Each student in Senior High School can choose among

three tracks: Academic; Technical-Vocational-Livelihood; and Sports and Arts. The Academic track includes three strands: Business, Accountancy, Management (BAM); Humanities, Education, Social Sciences (HESS); and Science, Technology, Engineering, Mathematics (STEM). (The K to 12 Basic Education Program. www.officialgazette.gov.ph)

Table 5

Distribution of Respondents According to Track Completed in SHS

Track	Frequency	Percentage
Academic	0	0%
Sports	0	0%
Arts and Design	0	0%
Technical Vocational Livelihood (TVL)	20	100%
Total	20	100%

Table 5 shows the distribution of respondents according to track completed in senior high school. All 20 respondents (100%) up the TVL track. This is attributed to the fact the school's only offering during the initial implementation of the SHS is the TVL track. More specifically, the strand offered by the school back then was only the Home Economics (HE) strand.

Specialization Completed in SHS

With the lone strand of HE offered by Sullivan NHS in SHS' initial implementation, the students back then were only able to choose from two HE specializations – Food and Beverage and Bread and Pastry.

Table 6

Distribution of Respondents According to HE Specialization completed in SHS

HE Specialization	Frequency	Percentage
Food and Beverage	9	45%
Bread and Pastry	11	55%
Total	20	100%

Table 6 shows the distribution of respondents according to HE specialization completed in Senior High School. The graduates were divided almost equally between the two specializations: 45% took up Food and Beverage specialization while 55% took Bread and Pastry as specialization.

Qualification of SHS Graduates of Sullivan NHS Batch 2017-2018

With TVL-HE as the offering for Batch 2017-2018, students under the strand may undergo assessment for National Certification (NC) to increase their employability after graduation. The table that follows show the qualification of the respondents in terms of NC.

Table 7

Distribution of Respondents According to NC Qualification

Qualification	Frequency	Percentage
NC I	0	0%

NC II	20	100%
COC	0	0%
Total	20	100%

Table 7 shows the distribution of respondents according to NC qualification after Senior High School. It is noteworthy to mention that 100% of the respondents are NC II passers. During that time, assessment of students was sponsored by the Parent-Teacher association (PTA). This enabled the school to arrange NC assessment of all their SHS students. In a discussion paper by the Philippine Institute for Development Studies (PIDS) entitled Status of Senior High School Implementation: A Process Evaluation, authors Brillantes, Orbeta Jr., Francisco-Abrigo, Capones and Jovellanos recommends the need to clarify who should be responsible for arranging that students are able to take NC assessments. There is also a clamor to subsidizing the fees for taking the NC exams for TVL graduates.

Course Taken After SHS

Completion of a particular track and strand in SHS does not guarantee that a student will stay in the same track or career after graduation. The case of the first batch of SHS graduates of Sulivan NHS is no exception to this. Though they have finished the TVL-HE strand, some of them decided to pursue tertiary education instead of exploring the world of work.

Table 8

Distribution of Respondents According to Course taken at the Tertiary Level

Course/Specialization	School/Institution	Frequency	Percentage
BSEED – Generalist	BulSU	1	5%
BSED – Home Economics	BulSU	2	100%
BSED – Physical Education	Baliwag Polytechnic College	1	5%
BSBA	BulSU	1	5%
BSHRS	BulSU	1	5%
Total		6	30%

Of the 20 SHS TVL-HE graduates of the school, 6 (30%) were able to continue to tertiary education. One (5%) of the respondents is taking up Bachelor in Elementary Education (BEED) as generalist from BulSU, 2 are into Bachelor of Science in Secondary Education (BSED) with specialization in Home Economics also in BulSU and another one is Bachelor of Science in Secondary Education (BSED) major in Physical Education, thus, 20% of the graduates are into Education courses. Another respondent is taking up Bachelor in Business Administration in BulSU, while another one is Bachelor of Science in Hotel and Restaurant Services (BSHRS).

Senior High School also better prepares students to pursue higher education as SHS classes, especially those in the academic track, serve as an introduction to some college courses. These classes not only help students in acquiring knowledge in their chosen courses but also help them in making informed decisions on which course to choose (Reyes, 2018).

Employment Profile of SHS Graduates of Sulivan NHS Batch 2017-2018

As previously stated, 6 out of the 20 respondents in this study continued college education after SHS graduation. For the remaining 14 graduates (70%), the table below presents their employment status.

Table 9

Employment Status of SHS Graduates of Sulivan NHS Batch 2017-2018

Employment Status	Frequency	Percentage
Regular/permanent	0	0%
Contractual	7	35%
Self-employed	3	15%
Unemployed	4	20%
Total	14	70%

s shown in Table 9, 35% of the respondents are contractual employees, 15% are self-employed, while 20% are unemployed. Thus, half or 50% of the graduates were able to get work after SHS.

Most of the respondents answered that they are contractual in their current employment status at the time of the data gathering. Follow up interview with the respondents revealed that the reasons for not being able to find a job or pursue college education for the 20% of the graduates were as follows: early marriage, problem on credentials (e.g., documents, height requirements).

There is a 2018 study by the advocacy group Philippine Business for Education stating that even if most of the senior high-school students are ready to work, the market is not as prepared to receive or employ them. Only 20 percent of the 70 leading companies in the country are open to hiring these graduates.

The Philippine Institute for Development Studies in 2019 also has a research on the country's senior high-school program, the graduates, as well as the hiring companies. Their research showed that many graduates are not satisfied with the jobs they get after graduating from senior high school. Companies, however, want to hire graduates armed with the skills the job market needs.

Work Experience of Respondents

Pertinent data on work experience of the SHS graduates' batch 2017-2018 of the school were also gathered to provide inputs on how to better prepare students in the SHS. The following data were gathered from the 10 SHS graduate-respondents who were able to work after SHS.

Application for Work and Type of Work

Table 10

Respondents' Work Experience

Occupation	Frequency	Percentage
Service crew	8	80%
Counter crew	1	10%
Kitchen crew	1	10%
Total	10	100%

Table 10 shows the distribution of employed respondents according to occupation. Most of them (80%) were employed as service crew, 10% are counter crew and 10% as kitchen crew. It can be noted that based on their SHS track and strand, their preparation is very much related to their current work experience.

The new curriculum also encourages students to become entrepreneurs with the inclusion of classes geared towards running and managing businesses. The entrepreneurship module offers classes that teach basic business management which will allow you to implement business ideas brewing in class or make profit from a passion (Reyes, 2018).

Employer/Industry

To better understand the alignment of the SHS track/strand preparation of the SHS graduate with their work/career after SHS, this study also took a look at the employer or industry where the respondents are working.

Table 11

Respondents' Employer/ Industry Belonging to

Name of Employer/Industry	Frequency	Percentage
Jollibee Foods Corp.	5	50%
Greenwich Foods Corp.	2	20%
Kimbob Foods Corp.	1	10%
La Familia Restaurant	1	10%
TGP Baliuag	1	10%
Total	10	100%

Table 11 shows the distribution of employed respondents according to their employer or industry they are belonging to. Half of them were employed by Jollibee Foods Corp., 20% are in Greenwich Foods Corp., 10% at Kimbob Foods Corp., 10% at La Familia Restaurant and 10% at the Generic Pharmacy. This means that the TVL track chosen seems to be beneficial for the respondents to be hired in an industry. Of the 10 employed respondents, 9 are all into the Food Business, very much related to their TVL-HE strand in SHS. Only one of them was employed in an industry that does not match his/her SHS career track.

Relevance of Required Skills in SHS to Current Job

Interview with SHS graduate-respondents who were able to find a job and experience working in the industry mentioned skills that they were able to develop in SHS that are now very much relevant in their work. Topmost among these skills is communication skills, mentioned by 60% of the 10 employed respondents. They also believe that collaboration, creativity and critical thinking are very crucial and relevant in their current job.

It should be noted that the "21st century skills" concept encompasses a wide-ranging and amorphous body of knowledge and skills that is not easy to define and that has not been officially codified or categorized. While the term is widely used in education, it is not always defined consistently, which can lead to confusion and divergent interpretations. While these different terms may not be strictly synonymous, and they may have divergent or specialized meanings in certain technical contexts, these diverse sets of skills are being addressed in this one entry for the purposes of practicality and usefulness (Glossary of Education Reform, 2016).

Problems Encountered at Work

Respondents were also asked to give information on common problems that they encounter at work. This is to shed light on how the SHS work immersion plan can be further improved to prepare students in dealing with potential problems that may arise when they experience working in industries.

Table 12

Problems Encountered at Work

Problem Encountered	Frequency
Time pressure	8
Arguing with manager	2

Total	10
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Table 12 shows the problems encountered by the respondents in job assignment. Eight (8) of them commented time pressure due to straight schedule and 2 of them said arguing with the manager. Conflict in the workplace is inevitable. Opposite personalities clash, stress is prevalent, perceptions of situations vary, and viewpoints differ all of which contribute to tension and disagreement. Knowing how to manage these situations effectively is key to keeping productivity and high morale of all the employees. This means communicating with the employee in a respectful way and discussing the problem based on facts rather than emotions (Thibodeaux, 2018).

CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. Respondents of the study – the first batch of SHS graduates of Sullivan NHS did not immediately joined the work force 100%. Only half of them are currently employed. Thirty percent decided to continue college education, while 20% were unemployed and did not pursue tertiary level of education. Thus, finishing a particular SHS track does not guarantee that the student will land on the same career path after SHS.
2. Majority of those who decided to pursue college education are into Education courses. Moreover, though they should have taken the HUMMS strand of the Academic track, their college courses may also be considered related to TVL-HE since some of them chose to major in Home Economics or pursue the BS HRM course.
3. Of the 50% who graduated from the TVL-HE track and were able to find a job, 90% of them are in industries related to their SHS track and strand of choice, only a single respondent had a job mismatch.
4. Majority of the employed respondents are of contractual status at the time of the data gathering, in fact none of them are on regular employment status.
5. Based on the experience of the respondents, the 21st century skills are very much relevant in their present job. In particularly communication skill is of utmost importance.
6. Among the problems encountered by employed respondents, time pressure and arguing with managers were notably common among respondents.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are hereby presented:

1. There is a need to strengthen career guidance program and advocacy for incoming SHS students to better guide them in their track and strand of choice to minimize changes in career track and job mismatch when they graduate in SHS.
2. The SHS curriculum should undergo review to identify needs for improvement so as to better prepare the students.
3. A closer look at the strengths and weaknesses of the SHS program of the school should be considered through tracer studies like this one to further enhance the program, especially the immersion program for SHS.

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