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Strand and Statehood Predictors of Senior High School Graduates: A Tracer Study

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Abstract

Philippines has now graduated a couple of Senior High School (SHS) batches since its major education reform but not much was studied yet regarding its graduates. In view of tracing and learning of their status relative to the curriculum's exits, this study is conceptualized. It aimed at profiling Aurora State College of Technology (ASCOT) SHS graduates and determining which of these profiles explain statehood and SHS strand. Alignment of respondents' SHS strands to their college courses and the absorption rate of the college were also determined. A researcher-developed questionnaire was administered to 2018 and 2019 ASCOT SHS graduates. Responses received were screened, grouped according to strand then randomly sampled. A total of 523 responses remained for analysis. This corresponds to 2.87% margin for error which is within the traditional 5%. Results showed that majority of the graduates are within the ages 19-21, a huge majority of the respondents belong to the lower income categories and that the number of male graduates is at par with females. Out of all the respondents enrolled in college, only one-half have courses aligned to their SHS strands while ASCOT has an absorption rate 75.42%. Relative to their statehood, 90.82% pursued college education, 4.02% are employed, 1.15% are entrepreneurs and 4.02% are layabouts. Sex, age and monthly family income explained the respondents chosen strand. Both sex and monthly family income explained the statehood.

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Basic education schools should establish a career guidance program that help students choose their SHS strand aligned to the college degree they wish to earn. GAD trainers are also recommended to include in their campaign the non-exclusivity of SHS strands and college courses for the rich or poor, male or female. TVL courses must be offered and strengthened in education as this is where many poor students enroll in view of skills ready for employment and entrepreneurship.

Keywords: Curriculum exits; Graduates Statehood; K to 12 graduates; Senior High School; Tracer study.

1. Introduction

Before its major educational reform, Philippines is among the three countries in the world with only 10 years of basic education. The 2013 Basic Education Act mandated the two years of senior high school (SHS) in addition to four years of junior high school, six years of elementary and a compulsory Kindergarten. This program is to give leeway for students of all learning abilities to develop and master concepts and skills and lifelong learning. The first two batches of Senior High School graduates have already exited the K-12 curriculum, a milestone of the Department of Education. Philippine K to 12 curriculum is designed with four exits assuring that the graduates have options they can take after finishing the last stage of high school. Graduates can choose whether to opt for higher education, middle level manpower, entrepreneurship, or employment. These can provide different pathways for the graduate for growth and productivity in the country which the curriculum has been set to achieve. With these many options, graduates can now have broader opportunities and choices than the previous curriculum. Aurora State College of Technology (ASCOT), a public state college in the province of aurora, offered the SHS program to aid the Department of Education which, at the time of implementation, is not yet ready for the wave of enrollees. ASCOT then offered two tracks: the Academic and Technical-Vocational-Livelihood (TVL) Track. Under the academic track are strands made available for the students to take which are: General Academic Strand (GAS), Science, Technology, Engineering and Mathematics (STEM), Humanities and Social Sciences (HUMSS) and Accountancy, Business and Management (ABM). The strands in TVL includes Information and Communication Technology (ICT), Home Economics (HE), Agri-Fishery Arts (AFA) and Industrial Arts (IA). Relative to curriculum exits, no studies were conducted yet to trace the SHS graduates. One tracer study focused on the alignment of courses enrolled in college to their SHS strands [1]. Other tracer studies were conducted to college graduates [2,3,4,5] while there are also those that evaluates their graduate school programs [6]. Conducting a tracer study that focuses on SHS curriculum exits would be unique. With the program still freshly implemented in the Philippines, little is known about the outcome of the educational reform as there have not been any literature written about the topic. The tracing of the graduates' statehood is an endeavor to ensure if the program has served its purpose in addressing the need for producing lifelong learners. Oscillated from the study of Teichler [7], this research will provide insights to policy-making bodies on how their programs have been performing. Seminar/training providers and educators will also gain new knowledge to impart to the public. While it is tempting and more interesting to make the study so comprehensive that it encompasses all aspects of socio-economic profile of respondents as well as factors in their career decisions, the researchers decided to limit the study into age, sex, civil status, monthly family income, and strand. Their chosen post-secondary path is limited to studying, employed, entrepreneur and layabout. Reasons for career decisions, why they chose further studies or work were not investigated but their

being layabout is of utmost interest to the researchers in view of helping sectors working in this sector such as SHS providers through their career guidance office, extensionists, social workers and even the local government units, mitigate this aspect of post-secondary life.

1.1 Objectives

Generally, this study aimed to determine the statehood of ASCOT-SHS graduates from 2018 to 2019 and the factors explaining their statehood. Specifically, this study sought to:

- Determine the respondents' profiles.
- Determine the absorption rate of ASCOT in its college programs.
- Determine whether the statehood of respondents is aligned to their SHS strands.
- Determine which of the respondents' profiles explain their chosen SHS strand.
- Determine which of the respondents' profiles explain their statehood.

2. Materials and Methods

2.1 Research Design

This study employs the descriptive-correlational research design. Descriptive for problems number one to four and correlational for the fifth problem.

2.2 Research Site and Participants

The study was conducted at the Senior High School Department of Aurora State College of Technology (ASCOT), Brgy. Zabali, Baler, Aurora, Philippines where respondents were the two batches of Senior High School graduates: ABM, GAS, STEM, HUMSS and TVL. The Senior High School graduates of year 2018 were composed of 480 while in year 2019, the school had 439 graduates with a total of 919 respondents.

2.3 Instrumentation

Researchers utilized a questionnaire which is composed of six parts. The first part is a letter asking the graduates to participate in the survey which shall be used for research study. It also mentioned that upon answering, they expressed informed consent that their profile shall be used for analysis, but their identities shall not be revealed. On the second part is the respondents' profile and the third to sixth part are questions on the statehood of Senior High School graduates. The third part seeks employment information of the respondents who are currently working. The fourth seeks to gather data regarding current school and the programs/courses that they are taking. On the fifth includes the entrepreneurship nature or statehood of those graduates that has their own business. It needs to gather data regarding the type of business the respondents have, their business scale, the form of business and their average monthly income. Meanwhile, the last part of the questionnaire pertains to layabout respondents and reasons for being so.

2.4 Data Collection and Statistical Techniques

Questionnaires were administered through paper and pen to respondents studying at ASCOT while the rest were sent online via various social media platforms. There was a total of 752 collected responses. Incomplete responses, however, were removed. Graduates from GAS were the least numbers to respond in the survey, this was made the baseline for sampling. Ratio and proportion were employed to determine how many were to be removed from the other strands for equal representation of groups. Calculation showed that a total of 523 responses remain for data analysis which satisfies the condition for multinomial logistic regression that a minimum of 500 samples is necessary [8]. This corresponds to 2.87% margin for error which lies well within the traditional 5.00%. A simple fishbowl sampling technique was employed to randomly pick the needed number of samples in each strand.

Table 1: The respondents and sample of the study at 2.87% margin for error.

Strand	Population	Sample
Accountancy, Business and Management (ABM)	61	35
General Academic Strand (GAS)	322	183
Humanities and Social Sciences (HUMSS)	86	49
Science Technology Engineering and Mathematics (STEM)	116	66
Technical Vocational-Livelihood (TVL)	334	190
Total Number of Respondents	919	523

Frequency counts and percentage calculations were employed to answer the problem number one to four. Since the dependent variables are nominal data, multinomial logistic regression was employed to determine the predictors of strand and statehood. Predictors for statehood were sex, civil status, monthly family income and age. Civil status was not included in the analysis since there were only seven married respondents. Logistic regression requires at least ten cases per variable [9]. Senior high school strand was not also included as it violates the assumption of multicollinearity. Monthly family income, which was stratified into seven groups based on the study of Albert and his colleagues [10] , was transformed. There were no respondents from the "rich" category, one (1) from the "high income" group while there were only two (2) from the "upper middle income" group. These groups do not qualify for the rule of thumb. Hence, both were merged into "Middle middle income" group. What remains for the monthly family income was an ordinal data with four levels. Predictors for SHS strand are age, sex and monthly family income following the same treatment for statehood. Reference categories were the highest categories in each variable. In strand, TVL was the reference category while in monthly family income, "middle middle income" was the reference category. In statehood, "studying" was used as the reference group. To determine the predictors of strand, sex and monthly family income were treated as factors while age was a covariate being a continuous data. To determine the predictor of statehood, sex, strand and monthly family income were all treated as "factors" while age was a co-variate.

3. Results and Discussion

3.1 Profile of the respondents

First result present in table 2 shows the gathered profile of ASCOT-SHS graduates from 2018 and 2019 where majority are 19 to 21 years old. Those who are 20 years or older are usually from the first batch (2018) while those 19 years or younger usually come from the second batch (2019).

Table 2: Profile of the respondents.

Profile of the Respondents	*f*	*%*
Age		
18 & below	35	6.69%
19	177	33.84%
20	206	39.39%
21	86	16.44%
22 & above	19	3.63%
Sex		
Male	249	47.61%
Female	274	52.39%
Civil Status		
Single	516	98.66%
Married	7	1.34%
Strand		
ABM	35	6.69%
GAS	183	34.99%
HUMSS	49	9.37%
STEM	66	12.62%
TVL	190	36.33%
Monthly Family Income		
Poor	316	60.42%
Low Income (but not poor)	127	24.28%
Lower middle income	45	8.60%
Middle middle income	32	6.12%
Upper middle income	2	0.38%
Upper income (but not rich)	1	0.19%
Rich	0	0.00%
Statehood		
Layabout	21	4.02%
Entrepreneur	6	1.15%
Employed	21	4.02%
Studying	475	90.82%
TOTAL	523	100%

In ASCOT SHS, the number of male graduates is at par with the female unlike the case in the national scenario where females have always been outperforming males in terms of pursuing education [11]. This may be due to the offering of Industrial Arts in the TVL tracks where most students are male. In fact, students in the industrial arts strand such as masonry and welding, automotive servicing, and electrical installation are all males. Most graduates had strands in TVL track and GAS. The same pattern is observed in the Philippine national enrollment trend [12]. More enrollment in TVL could be attributed to two factors. One is because the school is a technological school offering courses in the industrial and information technology and hospitality management. All of which are also offered in TVL strands. Another reason is that students are aiming for employable skills in

the near future. At the time of survey, only 1.34% of the graduates are married. This is way lower than 1 out of 3 Filipinos who got married by age 20 in 2017 [11]. Their being busy in school and not belonging to a group that allows and even encourage early marriages explain why only few ASCOT-SHS graduates got married at such age. Three-fifths of ASCOT SHS graduates belong to poor families while one-fourth belong to low income (but not poor) ones. These two classes comprise about 85% of the graduates. Only 15% belong to the middle-income class. This contradicts the findings of Albert, Santos, & Vizmanos [10] which showed that 63% of Filipinos in the rural areas belong to the poor and low income classes while 35% belong to the middle class. This may be attributed to the fact that ASCOT is a public school that is a beneficiary of SHS Voucher Program (VP), meaning, students enroll for free or if not qualified for the program, the tuition fee is only one-half that of private senior high schools'. SUCs likewise are not allowed to collect additoin fees on top of these VP as stipulated in CHED Memorandum order no. 35, s. 2016 or the Guidelines for Operation of SHS in State Universities and Colleges and Local Univerities and Colleges. A large bulk (90.82%) of graduates pursued higher education courses despite the rationale of the K-12 program that promises job-ready and entrepreneurial skills after graduation proving again that more Filipinos preferred a college diploma over an immediate employment [13]. In comparison, the number of students enrolled in higher education is similar to the findings of Orbeta and his colleagues [12] where 89% of their respondents intend to go to college. The number of students pursuing higher education courses, nine-tenth, is high compared to the six out of 10 findings as cited by then Senator Paolo Benigno Aquino IV [14]. This must be due to the implementation of RA 10931 otherwise known as Universal Access to Quality Tertiary Education Act which provides free tuition and miscellaneous fees for all students enrolled in state colleges and universities (SUC) in the Philippines. Only four percent of the graduates were employed while barely more than one percent ventured in their own businesses as is expected for groups whose bias favor on securing a college degree. The difference with the findings of Orbeta & Potestad [15] of 20% is explained by their inclusion of grade 10 completers in their survey and that self-employed, entrepreneurs in the current study, were also counted in the "employed" group. It is also worth considering that the locality of the current study is a rural area where employment opportunity is less than the urbanized ones. High turnout of senior high school graduates pursuing higher education may be a success to RA 10931 but this could be a point that needs further discussion in part of the K to 12 curriculum since it may have defeated the design where graduates should be equipped with entrepreneurial and job-ready skills. Private companies openly expressed their concerns during educational conferences about the K-12 graduates mostly referring to their being underqualified for the world of work due to lack of trainings. Philippine Institute of Corporate Directors had yet to see the "proof of concept" [16], People Management Association of the Philippines says that majority of employers still favor college graduates over SHS graduates [17] while some employers find it risky to hire K-12 graduates [18]. Reasons for being layabout of ASCOT-SHS graduates were solicited. Almost three-fourths of the respondents claimed that finance-related matters were the reason for their not going to school. Almost one-fifth of the layabout graduates claimed that their lack of interest brought them into such statehood. An analysis performed by Maligalig and Albert [10] showed that in 2002 and 2004, secondary education students' reasons for not going to school is led by lack of interest and finance-related reasons. Lack of interest for boys also cause them to leave tertiary education [4]. Health and pregnancy are the other two reasons for the graduates not pursuing tertiary education, employment or business adventures. Region III data, the region in the Philippines where respondents are situated, for pregnancy of girls aged 15-19 is 9% which is way more than the

girl respondents who got pregnant in the current study.

Table 3: Reasons for being layabout.

Layabout	*f*	*%*
Financial	15	71.43%
Health	1	4.76%
Lack of Interest	4	19.05%
Pregnancy	1	4.76%
TOTAL	**21**	**100%**

Enterprising graduates were also profiled. Most of them are merchandizers in micro scale. Two-thirds solely own their business while one-third have partners. As may be expected for beginners, all of them belong to the low-income class.

Table 4: Profile of respondents involved in entrepreneurship activities.

Profile of Enterprising Respondents	*f*	*%*
Type		
Merchandising	5	83.33%
Manufacturing	1	16.67%
Scale		
Micro	6	100.00%
Small	0	0.00%
Medium	0	0.00%
Ownership		
Sole Proprietorship	4	66.67%
Partnership	2	33.33%
Monthly Income		
less than 9,520	3	50.00%
Between 9,520 and 19,040	3	50.00%
TOTAL	6	100%

Three-fourths of the employed graduates were hired by private employers, about one-fifth are in the government service and one employed respondent overseas. Most of them are full-time employees while very few are part-time workers. Some of them were already absorbed in their work immersion venue, another unique attribute of the senior high school program around the Philippines. Three-fourths of the 21 employed respondents are in the sales/service and the rest are in elementary occupations. Only the OFW respondent make it to the middle class and the rest of employed graduates have salary in the lower-income class.

Table 5: Profile of employed respondents.

Profile of Employed Respondents	*f*	*%*
Employer		
Private	16	76.19%
Government	4	19.05%
Abroad	1	4.76%
Employment Status		
Full-time	18	85.71%
Part-time	3	14.29%
Occupation		
Sales/Service Worker	16	76.19%
Farmer	1	4.76%
Laborer	3	14.29%
Security	1	4.76%
Monthly Salary		
less than 9,520	10	47.62%
Between 9,520 and 19,040	10	47.62%
Between 19,040 to 38,080	1	4.76%
TOTAL	21	100%

3.2 Absorption rate

Since the senior high school program of ASCOT is only an assistance to the Department of Education while they prepare for the full implementation of the major education reform, the researchers also took an interest in the percentage of graduates actually continuing to enroll in the higher education department of the said institution as this may be used for planning by school administrators. This is called absorption rate. Among the studying respondents, three-fourths are enrolled in ASCOT for tertiary education.

Table 6: Higher education institution the respondents are enrolled at.

College or University	*f*	*% relative to all studying respondents*
Aurora State College of Technology (ASCOT)	358	75.37%
Non-ASCOT	117	24.63%
TOTAL	**475**	**100%**

3.3 Alignment of statehood to SHS strand

Senior high school graduates in the Philippines could be entrepreneurship-ready due to the offering of four units of entrepreneurship subject in grade 12. Though one out of five enterprising respondents claimed that his/her business is not aligned to his/her strand while four-fifths of all employed ASCOT-SHS graduates claimed that

their work is not related to their strands. Their college courses, however, were off with the specialization they took during their senior high school. One-half of the graduates took an undergraduate degree that is not aligned to the strand they took in senior high school. This is low compared to the 80.67% of Bulacan State University Laboratory High School [1]. This may be attributed to the smaller survey of group of the former as well as admission policies of SHS and higher education providers. In ASCOT, students can choose any degree program to enroll to regardless of his/her SHS strand. There is also no policy for its SHS admissions. Career guidance plays an important role in helping students choose their senior high school strand which they really like to pursue as a degree in college. Such program in the Philippines was only enacted in 2018, approved into law known as RA 11206 in February 2019 and disseminated by the Department of Education (DepEd) in March 2019 - almost three years after the enrollment of the first senior high school students. Even with such predicament, private and public basic education providers conducted career guidance programs. Unluckily, less than half of these schools, 46.1% in private while 30.5% in public schools, helped students on the SHS strand to take [13]. Posing even more difficulty in achieving a higher SHS strand and college course alignment is the availability of strands to choose from. While there is little constraint in the schools division level on the availability of SHS strands, great difficulty exists when looking at schools where practically none of them offer all SHS specializations. A data from Philippine Institute of Development Studies for instance cited that 64% to 74% of schools do not offer ABM, HUMSS and STEM [19]. Travelling to other municipalities or even barangays for the choice of SHS strand is highly unlikely due to additional cost. Hence, students who prefer other strand settle on the available ones then enroll a college course of choice afterwards which is likely not aligned.

Table 7: Showing whether the respondents' statehood is aligned with their SHS strand.

STATEHOOD	*f*	*%*
Higher Education Course		
Aligned	238	50.1%
Not aligned	237	49.9%
TOTAL	475	
Occupation		
Aligned	4	19.05%
Not aligned	17	80.95%
TOTAL	21	
Entrepreneurship		
Aligned	5	83.33%
Not aligned	1	3.03%
TOTAL	6	100%

3.4 Predictors of SHS strand

Multinomial logistic regression (MLR) analysis was employed to determine which of the independent variables (age, sex, and monthly family income) would predict the senior high school strand they would choose. First

table (8) presented was to determine whether addition of independent variables would cause a change in the model, strand. Result showed that the predictors together can significantly explain the changes in the dependent variable.

Table 8: Model fitting information for the model "strand".

	Model Fitting Criteria	Likelihood Ratio Tests		
Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	529.347			
Final	317.514	211.833**	20	.000

In table 9, the result of regression analysis for the model "strand" is presented. For every unit increase in age, the odds of a student taking ABM rather than TVL decreases by a factor of 0.581 ceteris paribus. This is also the case among GAS, HUMSS and STEM students. The older they are, the more likely they are to take TVL rather than academic track.

Table 9: Parameter estimates for the model, strand.

Strand (The reference category is "TVL")		Sig.	Exp(B)	95% Confidence Interval for Exp(B) Lower Bound	Upper Bound
ABM	Age	0.010	0.581**	0.383	0.880
	[Sex=.0]	0.000	6.051**	2.474	14.799
	[MFI =1.00]	0.009	0.117**	0.024	0.581
	[MFI =2.00]	0.189	2.877	0.595	13.909
	[MFI =3.00]	0.248	2.884	0.478	17.405
GAS	Age	0.000	0.528**	0.412	0.675
	[Sex=.0]	0.000	3.042**	1.921	4.817
	[MFI =1.00]	0.096	0.415	0.147	1.170
	[MFI =2.00]	0.142	2.375	0.749	7.529
	[MFI =3.00]	0.276	2.164	0.540	8.678
HUMSS	Age	0.001	.515**	0.352	0.755
	[Sex=.0]	0.000	7.068**	3.333	14.985
	[MFI =1.00]	0.943	.941	0.176	5.031
	[MFI =2.00]	0.290	2.671	0.433	16.492
	[MFI =3.00]	0.647	.532	0.036	7.919
STEM	Age	0.001	.572**	0.407	0.805
	[Sex=.0]	0.161	1.574	0.834	2.969
	[MFI =1.00]	0.000	.058**	0.020	0.173
	[MFI =2.00]	0.776	1.179	0.379	3.663
	[MFI =3.00]	0.507	.604	0.137	2.671

**Highly significant

Respondents' sex also explained their choices of specialization. The odds of a student taking ABM rather TVL is 6.051 times higher for female than male ceteris paribus. Female students are also more likely to enroll in GAS and HUMSS rather than in TVL. Trend is however not true to STEM mainly because this strand usually prepares for engineering courses which is a field composed mostly of male. Some areas in the TVL track usually require physical works like assembling and disassembling an engine, welding and electrical installation which is usually performed by male while there are also courses in the home economics and information and

communications technology. But only few enrolled in these strands. Monthly family income is also seen to be explaining the SHS strand students take. Students from the poor-income families are 1/0.117 or 8.55 times more likely to take TVL rather than ABM. Students from the poor-income families are also 17.24 times more likely to enroll in STEM rather than TVL. Both of these results showed that poorer students tend to choose TVL perhaps in view of skills ready for employment.

3.5 Predictors of Statehood

First table (10) presented was to determine whether addition of independent variables would cause a change in the model. This tests the null hypothesis that all predictors in the model have no effect on the dependent variable. Chi-square computed at 58.665 has p-value of 0.000 which is less than 0.05 level of significance indicating that null hypothesis is rejected. Therefore, the predictors together can explain the changes in the dependent variable.

Table 10: Model fitting information for the model "Statehood".

	Model Fitting Criteria	Likelihood Ratio Tests		
Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	227.760			
Final	169.095	58.665**	27	.000

In table 11, the result of MLR analysis is finally presented. When layabout respondents are compared to "studying", only sex is a significant predictor. Males are 1/0.346 or 2.89 times more likely to be layabout rather than studying than females *ceteris paribus.* Previous studies in the Philippines support these findings [20], [21]. Filipino female students have always outperformed their male counterparts in terms of pursuing education. This is also the case in many countries except in Africa, Middle East and South Asia where more boys are enrolled in schools than girls [21]. When enterprising respondents were compared to "studying", monthly family income comes out to be a significant predictor. Respondents from both the poor and low-income classes are more likely to venture in entrepreneurship than those from the 'middle middle' income class. Mansor [22] hinted that financial reasons may also be possible factor in venturing into Malaysian SMEs. Respondents' age and the senior high school strand they graduated do not explain any changes in their statehood.

Table 11: Parameter estimates for the model, statehood.

Respondents' statehood				95% Confidence Interval for Exp(B)	
(The reference category is "studying")		Sig.	Exp(B)	Lower Bound	Upper Bound
Layabout	Age	.391	1.190	.799	1.772
	[Sex=.0]	.047	.346*	.121	.985
	[Strand=.0]	.221	4.257	.419	43.281
	[Strand=1.0]	.336	1.626	.604	4.379
	[Strand=2.0]	.732	.685	.078	5.983
	[Strand=3.0]	.996	5.397E-8	.000	.[c]
	[MFI =1.00]	.	77816577	77816577	77816577
	[MFI =2.00]	1.00	.727	.000	.[c]
	[MFI =3.00]	1.00	.471	.000	.[c]
Entrepreneur	Age	.305	1.403	.735	2.679
	[Sex=.0]	.557	1.778	.261	12.125
	[Strand=.0]	.421	.334	.023	4.846
	[Strand=1.0]	.995	1.569E-8	.000	.[c]
	[Strand=2.0]	.997	2.558E-8	.000	.[c]
	[Strand=3.0]	.279	.243	.019	3.159
	[MFI =1.00]	.000	4437899**	289799	67960707
	[MFI =2.00]	.000	72119571**	9315667	558331719
	[MFI =3.00]	.	107021205	107021205	107021205
Employed	Age	.570	1.136	.731	1.766
	[Sex=.0]	.657	1.233	.489	3.110
	[Strand=.0]	.801	.750	.079	7.077
	[Strand=1.0]	.479	.671	.222	2.027
	[Strand=2.0]	.299	.323	.038	2.725
	[Strand=3.0]	.686	.707	.131	3.809
	[MFI =1.00]	.595	1.780	.213	14.890
	[MFI =2.00]	.889	1.172	.125	10.945
	[MFI =3.00]	.998	1.521E-8	.000	.[c]

*Significant

**Highly significant

4. Conclusions and Recommendations

The results of the study revealed that graduates were of the right age in their education level had they not stop studying. The number of female graduates is leveled with the male and it shows gender fairness in the locality of the study. Highest number of graduates were from TVL and GAS while the least were from ABM and such

implies that males are more likely to take TVL rather than ABM, HUMSS and GAS than females. Further, older students are more likely to take TVL than academic track and poor students tend to enroll in TVL rather than ABM or STEM strand. This implies that students consider the factors after graduation in choosing their strands in senior high school. The graduates regarded pursuing higher education as an avenue to further improve their skills acquired in senior high school and only little of the graduates take on entrepreneurial activities. This suggests that students still prioritize earning degree units in higher education. The results proved that the absorption rate of ASCOT is high, but only half of these studying graduates are taking degrees aligned to their SHS strand. Male respondents were likely to be layabouts than studying while lower income respondents were likely to venture into entrepreneurship than studying after senior high school as compared to those in the middle-income class. It is recommended that offering and support for TVL courses is strengthened since students flock this track in view of employable skills. Career guidance programs specially in junior high schools should help students decide properly on which senior high school strand to take that will prepare them for their desired college degrees. Conduct of information dissemination on raising awareness to break the stigma that TVL courses are flocked by males and low-income students and academic strands are for female and the middle-income students is also recommended. Poverty in Aurora, being the foremost reason for not going to school, must be addressed aggressively by providing employment opportunities and business stimulus. Entrepreneurial trainings are also recommended to help senior high school graduates earn more. While a high absorption rate is achieved by ASCOT, it would also be good to learn why students did not pursue their college degrees in the same institution to attract more enrollees in the future. Strengthening the partnership with agencies for work immersion is also recommended to provide more avenues for graduates to engage in employment simulations. Future tracer studies are recommended to determine how the senior high school program is performing based on its promised exits: entrepreneurship, employment and college.

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