

Senior High School and the Labor Market

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Senior High School and the Labor Market: Perspectives of Grade 12 Students and Human Resource Officers

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Based on this paper:

https://pidswebs.pids.gov.ph/CDN/PUBLICATIONS/pidsdps1849_rev.pdf

Outline

- I. Background
- II. FGD with Grade 12 Students
- III. KII with “firms”
- IV. Highlights of Findings and Recommendations

I. Background

Features of RA 10533: The Enhanced Basic Education Act of 2013

- Strengthening Early Childhood Education (Universal Kindergarten)
- Making Curriculum Relevant to Learners (Contextualization and Enhancement)
- Ensuring Integrated and Seamless Learning (Spiral Progression)
- Building Proficiency through (Mother Tongue-Based Multilingual Education)
- Gearing Up for the Future (Senior High School)
- Nurturing the Holistically Developed Filipino (College and Livelihood Readiness, 21st Century Skills)

Source: www.gov.ph/k-12/

Study Objectives

1. Look into the SHS curriculum and the competencies developed
2. Identify the types of jobs that fit SHS graduates
3. Gather private sector perspective on the jobs available and appropriate for the SHS graduates
4. Provide policy recommendation for the improvement of the SHS curriculum

Basic Education Curriculum

| Elementary | Kinder to Grade 6 | | | | |
|-----------------------------|--|--|---|--------|---------------|
| Junior High School (G7-10) | Grades 7 to 8 (Exploratory TLE) | | Grades 9 to 10 (Specialized TLE) | | |
| Senior High School (G11-12) | 8 Core Learning Areas Language Humanities Communications Mathematics Philosophy Science Social Science P.E. & Health | TRACKS Contextualized Track Subjects | | | |
| | | Academic | Technical-Vocational Livelihood | Sports | Arts & Design |
| | | 1. GAS 2. STEM 3. ABM 4. HUMSS 5. Pre-Baccalaureate Maritime | 1. Home Economics 2. Agri-Fishery 3. Industrial arts 4. ICT 5. TVL Maritime | | |
| | | | | | |
| | Work immersion / culminating activity / research | | | | |

Source: Department of Education.

SHS Characteristics

G12 Enrollment and Schools, SY 2017-2018

2.7 million SHS Students in SY 2017-18

- 1.2 million in G12
- 51.6% in DepEd schools

11,087 SHS

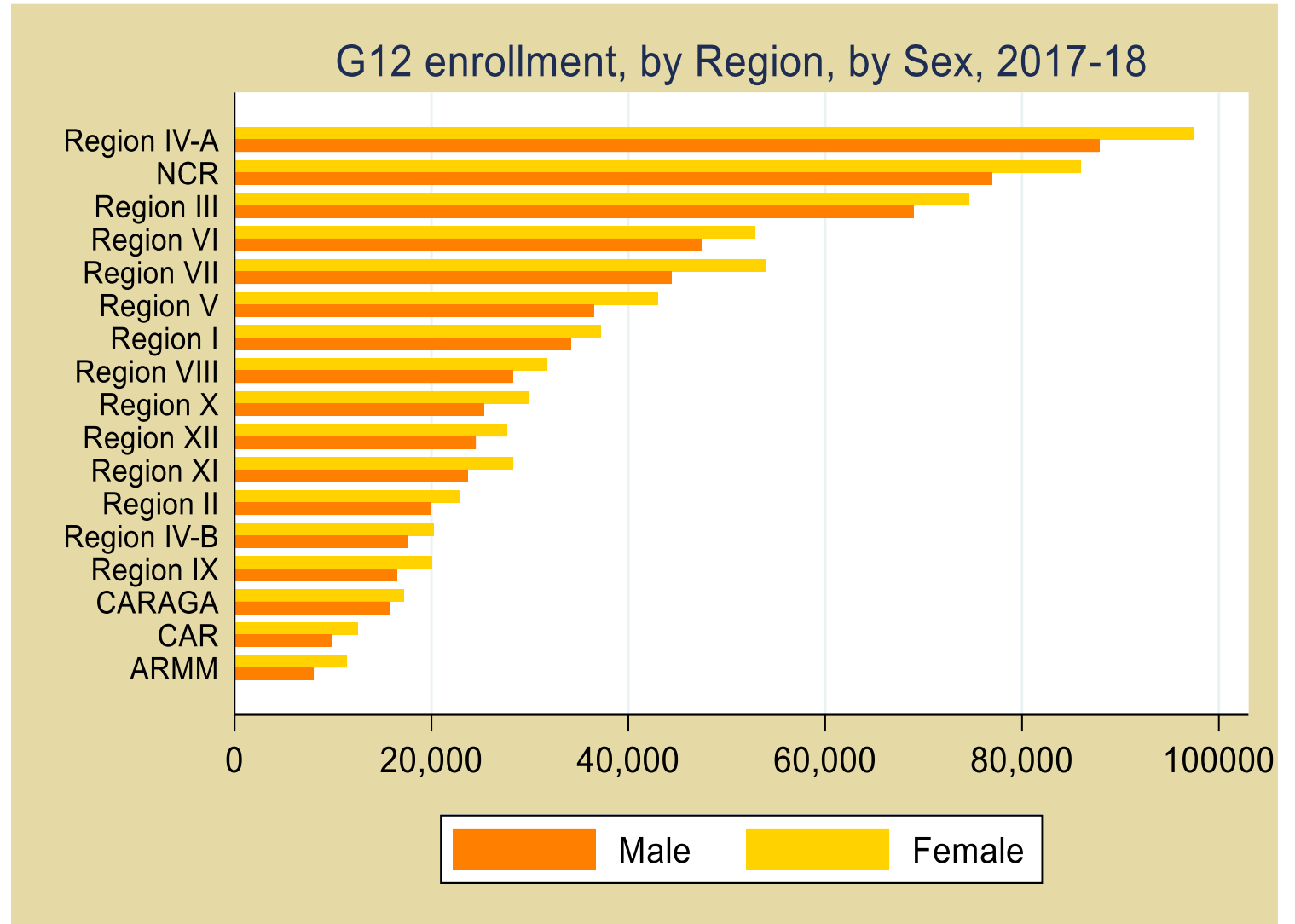
- 58% DepEd

| TYPE | SCHOOLS | | G12 ENROLLMENT | |
|---------|---------|-----|----------------|-----|
| | Number | % | Number | % |
| Public | 6,404 | 58 | 646,618 | 52 |
| Private | 4,451 | 40 | 564,351 | 45 |
| SUC/LUC | 232 | 2 | 41,388 | 3 |
| TOTAL | 11,087 | 100 | 1,252,357 | 100 |

SHS Characteristics

G12 Enrollment by Region, by Sex

- Reflective of population size
- More Female



SHS Characteristics

Strand Offerings

Modal number of strands offered:

- 1 for DepEd and Private, and
- 2 for SUC/LUC

At most 7 of the 8 strands are offered in a school

| Number of strands | PUBLIC | | Private | | SUC/LUC | | Total | |
|-------------------|--------|-------|---------|-------|---------|-------|--------|-------|
| | Number | % | Number | % | Number | % | Number | % |
| 1 | 2,813 | 43.9 | 1,400 | 31.5 | 48 | 20.7 | 4,261 | 38.4 |
| 2 | 2,198 | 34.3 | 948 | 21.3 | 60 | 25.9 | 3,206 | 28.9 |
| 3 | 639 | 10.0 | 932 | 20.9 | 53 | 22.8 | 1,624 | 14.6 |
| 4 | 468 | 7.3 | 710 | 16.0 | 42 | 18.1 | 1,220 | 11.0 |
| 5 | 227 | 3.5 | 395 | 8.9 | 23 | 9.9 | 645 | 5.8 |
| 6 | 43 | 0.7 | 48 | 1.1 | 6 | 2.6 | 97 | 0.9 |
| 7 | 16 | 0.2 | 18 | 0.4 | 0 | 0.0 | 34 | 0.3 |
| Total | 6,404 | 100.0 | 4,451 | 100.0 | 232 | 100.0 | 11,087 | 100.0 |

SHS Characteristics

Strand Offerings

GAS & TVL most commonly offered followed by ABM, HUMSS, STEM

For DepEd SHS: TVL and GAS

For private SHS: ABM, GAS,

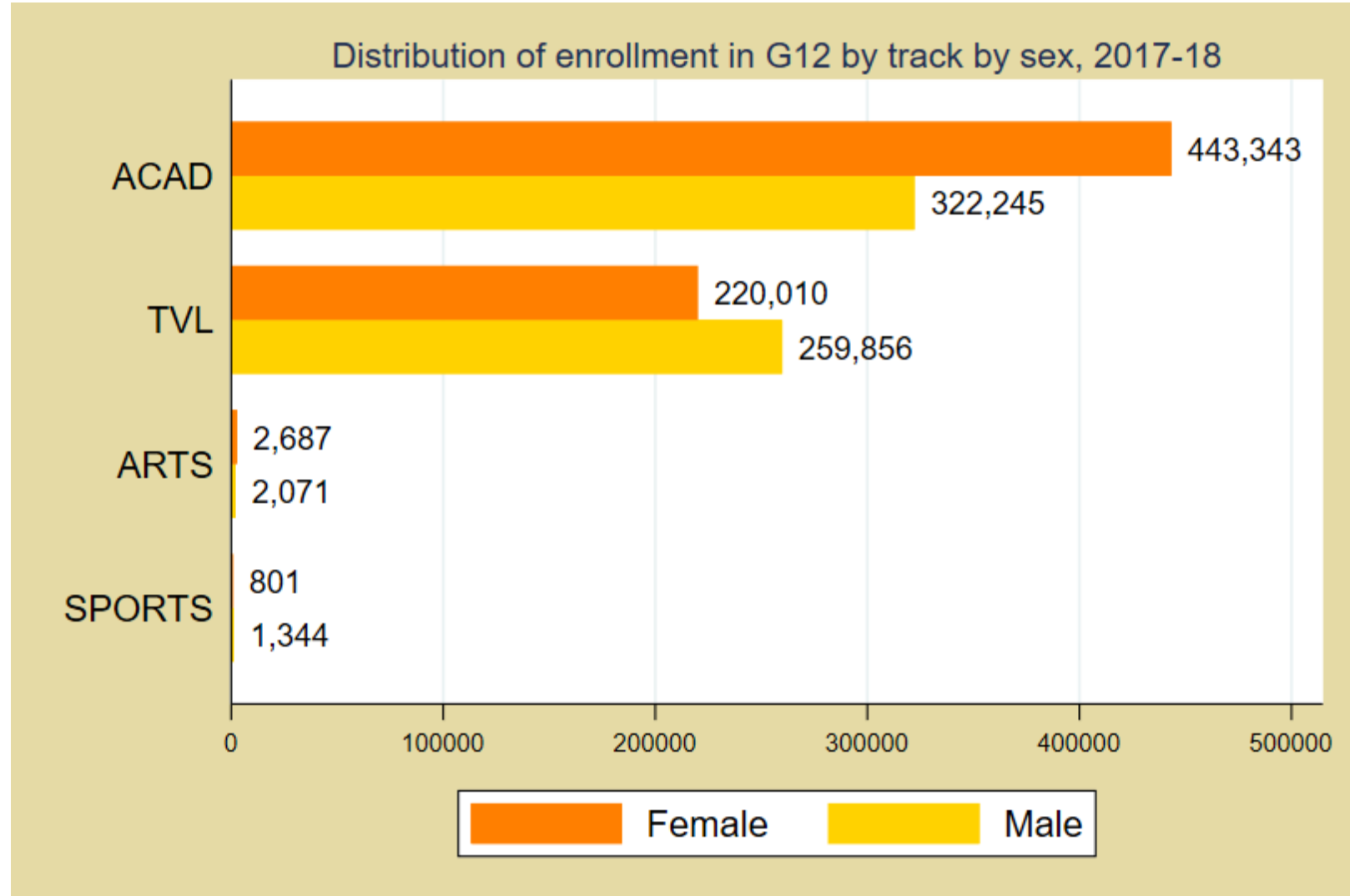
SUC/LUC: TVL, STEM, HUMSS, ABM, GAS

| Strand | Public | | Private | | SUC/LUC | | Total | |
|----------|--------|------|---------|------|---------|------|--------|------|
| | Number | % | Number | % | Number | % | Number | % |
| GAS | 4,305 | 34.4 | 2,600 | 23.0 | 66 | 10.2 | 6,971 | 28.5 |
| TVL | 4,503 | 36.0 | 2,246 | 19.8 | 162 | 25.1 | 6,911 | 28.2 |
| ABM | 1,241 | 9.9 | 2,627 | 23.2 | 121 | 18.7 | 3,989 | 16.3 |
| HUMSS | 1,317 | 10.5 | 1,857 | 16.4 | 132 | 20.4 | 3,306 | 13.5 |
| STEM | 974 | 7.8 | 1,812 | 16.0 | 150 | 23.2 | 2,936 | 12.0 |
| ARTS | 93 | 0.7 | 106 | 0.9 | 5 | 0.8 | 204 | 0.8 |
| SPORTS | 67 | 0.5 | 38 | 0.3 | 8 | 1.2 | 113 | 0.5 |
| MARITIME | 3 | 0.0 | 35 | 0.3 | 2 | 0.3 | 40 | 0.2 |

SHS Characteristics

Distribution of G12 Enrollment by Track, by Sex

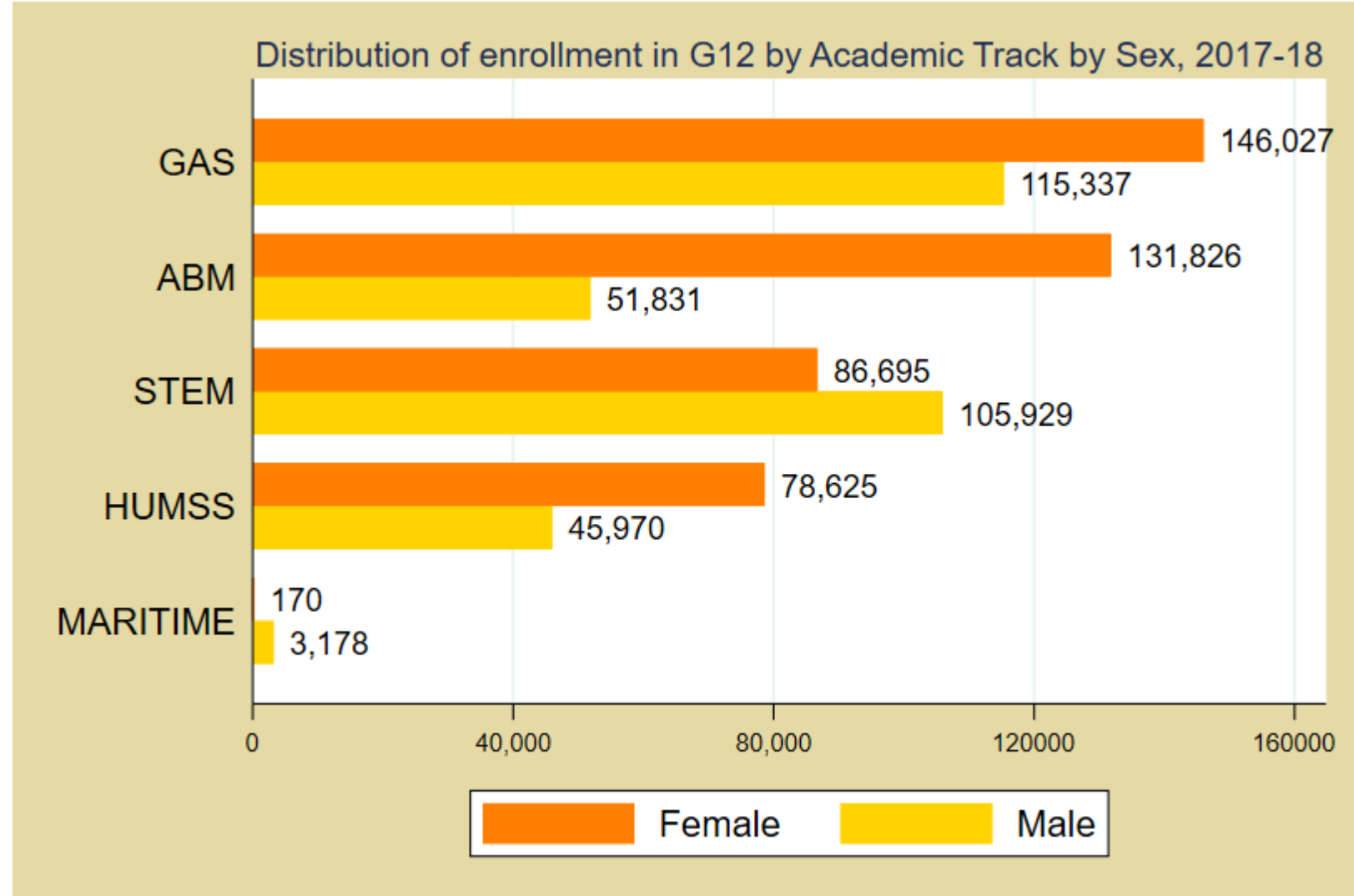
Academic: More female
TVL: More male
Arts: More female
Sports: More male



SHS Characteristics

Distribution of G12 Enrollment by Academic Strand, by Sex

GAS: More female
ABM: More female
STEM: More male
HUMSS: More female
Maritime: More male



SHS Characteristics

Voucher Recipients

1.2 Million in Private SHS

626 th voucher recipients
(Jan 2018)

SHS Characteristics

Enrollment and Graduation

Grade 12 (SY 2017-18)

Enrollment: 1,252 th

Graduates: 1,203 th

(as of 15 June 2018)

Graduation Rate: 96.1%

SHS Characteristics

Graduation Rates by Track

Note:

Data on SHS graduates, as of June 15, 2018;
Data on SHS enrollment, as of Nov. 30, 2017.

Source:

Education Management Information System
Division - Department of Education

| Track | Total |
|-----------------|-------------|
| Academic | 96.0 |
| TVL | 96.3 |
| Sports | 97.4 |
| Arts and Design | 94.6 |
| National | 96.1 |

II. FGDs with Grade 12 Students

Schools Covered

27 FGDs, 18 Schools

- 12 Public schools (2 each for small, medium, large based on G12 enrollment) in NCR and R4-A
- 6 private
 - ☐ One private schools in NCR
 - ☐ 4 Private schools in Region III
- 2-sessions per school (one each for Academic and TVL groups) for those that have both

26 KIIs with Firms

Discussion Points

1. Selection of Schools and Tracks and Strands
2. Experience in SHS
3. Prospects of Finding Employment or Being Employed after SHS
4. Prospects of Going to College after SHS

1. Selection of school, track, and strand

- Selection of schools
 - ☐ Convenience – proximity, continuity from JHS
 - ☐ Affordability – free tuition in public schools; vouchers for tuition made available to private SHS enrollees
 - ☐ Continuity of secondary education in the same school
 - ☐ Others – influence of family and peers, perceived reputation of school
- Selection of track and strand
 - ☐ **Personal preference** – interests, significance to the course they will take up in college (i.e. **STEM**: sciences and engineering; **HUMSS**: BS Education; **ABM**: business mgmt. and accountancy; **GAS**: undecided, general strand), perceived usefulness in finding employment
 - ☐ **Advice and influence** of parents, siblings, and peers/friends
 - ☐ **Availability of track/strand in the chosen school**
 - ☐ SHS Orientation and NCAE provided some direction although ultimately, students' interests and preferences matter most

2. Experience in SHS

- Subjects enjoyed largely depend on the **teachers' effectiveness**
 - ☐ Other reasons: interest, perceived relevance to their tracks, practical/hands-on application (development of soft and technical skills)
 - ☐ Most of the students had **difficulty in Research subjects** because of the required rigor in completing course requirements
- Tend to enjoy and excel in subjects **related to specialization**
- Varied opinions about the relevance of subjects in the curriculum
 - ☐ Connected / relevant to the specialization that they are taking up
 - ☐ Subjects outside specialization: should be taken up in JHS or not at all
 - ☐ Some believed all subjects had contributed in their preparation for college
- Subjects that would be **most useful** for them in real life / college / employment / business were their major subjects and **those that helped them develop soft skills**
- Overall, **SHS prepared them for their next steps**
 - ☐ Helped them firm up their decision/choice for college and career
 - ☐ Helped them develop mainly soft skills (e.g. people skills, communication, critical thinking, positive attitude, teamwork and work ethic).

2. Experience in SHS: Some Challenges

- Lack of required facilities (especially for TVL students), textbooks, and materials for demonstration purposes;
- Dissatisfaction with the class and curriculum management (e.g. combining class sections [TVL and Academic tracks], offering subjects in Grade 12 instead of Grade 11, offering both Research 1 and 2 during the same semester when these are supposed to be conducted in two separate semesters);
- Teachers sometimes handle subjects that are not related to their specialization; too many subjects and other tasks which compromise the quality of teaching, as well as the learning outcome of the students, and;
- Having a standardized exam even if teachers cover different contents or topics.

3. Prospects of Finding Employment after SHS

- In general, students were not entirely confident about their employability.
 - ❑ Opportunities for SHS graduates might be limited to entry-level positions, support staff or service-oriented jobs.
 - ❑ Firms would still prefer to hire those with college degree, older, and with few years of experience.
 - ❑ Some think they can get employed depending on available jobs in the vicinity
- Many TVL students from public schools appeared to be relatively confident because of the National Certification (NC) that they have taken and passed.
 - ❑ Not all TVL students were able to acquire NC II.

3. Employment Prospects: On jobs and wage

- Jobs perceived as more commonly available to them:
 - ☐ Bakery worker, barista, carpenter, cashier, encoder, clerk, online jobs, service crew, welder
 - ☐ One job they mentioned that paid better was call center agent
- Some mentioned specific jobs related to the strands they took up while some mentioned interest in **putting up small business**
- Most believe that employers look at **educational qualification, technical skills, soft skills** (e.g. communication, computer literacy, critical thinking), and **attitude** (e.g. adaptability, resourcefulness)
- Students expect to receive minimum wage which is commensurate to their qualification (SHS graduate)
- Actual work experience: Some started working since Grade 11; Most had jobs as fast food crew and in DOLE's SPES
- Majority implied that their reservation wage was infinity as their priority was really to go to college, especially those under the Academic track

4. Prospects of Going to College after SHS: Choice of School and Course

- Most of the students, regardless of strand, were planning to proceed to college.
- Most will apply or have already applied to SUCs and LUCs. Reasons for their **choice of school** are (a) free tuition, (b) location, (c) reputation of the school, and (d) availability of their preferred course.
- **Choice of course:** (a) vertically aligned to their SHS strands, (b) potential economic gains connected with employment opportunities
- **Free tuition** in SUCs and LUCs would be **helpful** to most of the students **but not a big deciding factor** for college attendance
 - ☐ Some students expressed concerns about the law saying that it has made college admission requirements more stringent
 - ☐ Some mentioned that the free tuition program influenced their decision to choose SUCs/LUCs

Summary of Points: FGDs with Students (1)

- Students' selection of schools, tracks, and strands are primarily based on: 1) convenience, 2) personal preferences, 3) affordability and 4) influence by parents and peers.
- In general, the students **appreciate the additional 2 years** of schooling
 - ☐ Opportunity to assess what courses they will take up in college
 - ☐ Helped improve their character/attitude
 - ☐ Equipped them with additional knowledge and skills on the strands that they specialize in
- However, the **extent of their appreciation** largely depended on the quality of teaching, the relevance of the subjects taught, and the learning resources and facilities available.

Summary of Points: FGDs with Students (2)

- K12 graduates from both tracks are **not entirely confident that they will get a job after SHS**. Despite having National Certification (for TVL students) and other qualifications, they feel that companies would still prefer to hire college graduates.
- **Most of the K12 graduates still intend to go to college**. There are others who will try to work first but will eventually return to college. Most of them expect minimum wage salary should they opt to work.
- **Most will apply or have already applied to SUCs and LUCs**. Reasons include free tuition, location, reputation of the school, and the availability of their preferred course. Choice of course in college are in general aligned with the specialization that they took up in SHS.

III. KII with Firms

Type of Firms who participated in the KII (1)

| Area/Type of firms | No. of firms | No. of Employees | Size Category |
|--------------------------------------|--------------|------------------|---------------|
| National Capital Region (NCR) | 9 | | |
| Wholesale and retail distributor | 1 | 500-600 | Large |
| Real estate developer | 1 | 304 | Large |
| Hotel (four-star) | 1 | 139 | Medium |
| Multi-industry | 1 | 7,600 | Large |
| BPO | 1 | 60,000 | Large |
| Fast food chain | 1 | 5,000 | Large |
| LGUs (city government) | 2 | 8,000 – 9,000 | Large |
| LGU university | 1 | 750 | Large |

Enterprise size according to number of employees based on National Statistics Office (now Philippine Statistics Authority) grouping where large has more than 250 employees, medium-sized has 50-249 employees, small has 10-49 employees, and micro has less than 10 employees.

Type of Firms who participated in the KII (2)

| Area/Type of firms | No. of firms | No. of Employees | Size Category |
|---|--------------|------------------|-----------------|
| Cebu Province | 9 | | |
| Agri-business | 1 | 1,500 | Large |
| Manufacturing (furniture, ship, marine transport, electronic parts) | 2 | 253-739 | Large |
| | 2 | 106- 124 | Medium |
| Hospitality/hotel | 2 | 80 – 200 | Medium to large |
| Shopping center management | 1 | 180 | Medium |
| Shipping line | 1 | 400 | Large |

Enterprise size according to number of employees based on National Statistics Office (now Philippine Statistics Authority) grouping where large has more than 250 employees, medium-sized has 50-249 employees, small has 10-49 employees, and micro has less than 10 employees.

Type of Firms who participated in the KII (3)

| Area/Type of firms | No. of firms | No. of Employees | Size Category |
|---|--------------|------------------|----------------|
| Calabarzon | 8 | | |
| Private hospital | 1 | 414 | Large |
| Manufacturing (coffee products, coconut products) | 2 | 23 – 2,000 | Small to large |
| Agri-business | 1 | 108 | Medium |
| Restaurant | 1 | 9 | Micro |
| Resort (swimming) | 2 | 5-40 | Micro to small |
| Theme park | 1 | 500 – 1,000 | Large |
| Subtotal | 26 | | |
| National chamber of industries | 1 | | |
| Overall TOTAL | 26 | | |

Enterprise size according to number of employees based on National Statistics Office (now Philippine Statistics Authority) grouping where large has more than 250 employees, medium-sized has 50-249 employees, small has 10-49 employees, and micro has less than 10 employees.

Discussion Points

1. Firm Understanding of the K-to-12 Program / Curriculum
2. Willingness of Firms to Hire K12 Graduates
3. Types of Jobs Companies are Willing to Offer
4. Skills/Competencies Required by the Employers
5. Adjustments in Hiring Policies
6. Training/assistance needed by K-12 graduates to make them employable/more employable

General Findings based on KIIs with Firms (1)

- All firms have **some understanding of SHS program but lack familiarity** on the SHS curriculum which is needed to gauge the capacity of SHS graduates
 - ❑ The government has to strengthen information dissemination among firms
 - ❑ Partnership for trainings and work immersion with industries is needed
- Majority are **willing to hire SHS graduates** but...
 - ❑ Some firms gave **preconditions for hiring**: requiring competencies and specialized skills, improving Work Immersion experience, offering low rank positions
 - ❑ Only low positions in the local government units (LGUs) can be offered due to **existing policies of the Civil Service Commission (CSC)**.
- Most firms will **offer the same jobs for both SHS and JHS graduates**; however, there might be preference to hire SHS graduates due to the additional two years

General Findings based on KIIs with Firms (2)

- Current number of **hours of practicum/work immersion** (i.e. minimum of 80 hours) is not enough
 - ❑ Some firms (i.e. hotels) require a minimum number of hours for practicum/work immersion/OJT (450 hours minimum)
 - ❑ Private sector association mentioned about how to make companies provide at least 200 hours worth of immersion → has to be coordinated with the business associations
- There is confusion on the “moving up” or “completion” but not “graduate” of Grade 10 level
 - ❑ Some also expressed concern on whether JHS graduates can be accepted considering that their ages (i.e. 16-17 years) are below the DOLE’s allowed age for employment.
 - ❑ According to PCCI, JHS no longer receives diploma but just a Certificate of Completion
- More firms perceive **SHS graduates as not work-ready**. They raised concerns on the inadequate technical and behavioral skills of SHS graduates as well as lack of length and quality of work immersion.

Highlights of FINDINGS and RECOMMENDATIONS

| WHAT? | WHY? | HOW? |
|--|--|--|
| Most firms are reluctant to hire Senior HS graduates. | Most firms lack in-depth knowledge of the Senior HS program. | <ul style="list-style-type: none"> Enhance information campaign and other awareness-raising activities among employers about the Senior HS program. |
| Most firms perceive Senior HS graduates as not work-ready . | For most firms, the minimum 80-hour work immersion requirement is not enough to expose students to skills application and in honing behavioral skills and traits. | <ul style="list-style-type: none"> Ensure that students are deployed in work immersion venues that complement their track/specialization choice. Implement a longer and competency-oriented work immersion for students. |
| Most Senior HS students are not confident they will get a job after completing senior HS. | SHS students believe that firms still prefer to hire college graduates . | <ul style="list-style-type: none"> Improve the awareness of firms on the competencies taught in senior high school. Improve arrangements for taking and acceptability to firms of NC assessments. |

| WHAT? | WHY? | HOW? |
|---|--|--|
| <p>Many employers offer elementary occupations to Senior HS graduates; others do not differentiate Senior HS graduates from junior HS completers.</p> | <p>Some firms prefer college graduates or college-level for middle-level skilled jobs. LGUs are restricted by the qualifications standards of the Civil Service Commission (CSC) while shipping lines have to follow the regulations for recruiting sea-based personnel set by the Maritime Industry Authority (MARINA).</p> | <ul style="list-style-type: none"> ■ Encourage firms and government agencies to adjust their hiring policies. <ul style="list-style-type: none"> • Online job sites must be Senior HS graduates-friendly; • CSC must review requirements for government job positions requiring high school graduates; and • MARINA should allow the hiring of Senior HS graduates. |
| <p>Most senior HS students, regardless of tracks, still plan to proceed to college.</p> | <p>Completing college is still the preferred education outcomes</p> | <ul style="list-style-type: none"> ■ Review and update curriculum content including immersion delivery models and exit options for students ■ Improve college preparation: <ul style="list-style-type: none"> • Upgrade quality and standardization of teaching Senior HS subjects; and • Highlight the importance of deepening knowledge in the core courses. |

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