

Determining Grade 10 Students of Molugan National High School to Enroll in Accountancy, Business and Management Based on National Career Assessment Examination and Academic Performance

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Abstract: This study was conducted to determine the readiness of grade 10 students of Molugan National High School to enroll in the Accountancy, Business and Management strand of the Senior High School curriculum. It made use of descriptive method of research using secondary data: the National Career Assessment Examination (NCAE) result from National Education Testing and Research Center and the Academic Performance of the student-respondents. It was conducted among 28 students during the second semester of school year 2015 – 2016. As a whole, most of the respondents are not ready for the ABM strand in senior high school. From the result of their NCAE and academic achievement, four out of the twenty eight student-respondents are ready. Also, there is no significant relationship between the student's academic performance and the National Career Assessment Examination results. The areas of competencies taught in some academic subjects like Math and TLE does not meet with the areas of competencies in the NCAE. It is recommended that teachers will give priority to school activities that will lead individual learners to be ready on the track they would choose on their senior high school program and teachers would enhance the positive attitudes displayed by students towards it.

Keywords: Senior High School, ABM, NCAE.

1. INTRODUCTION

1.1 Background:

The Philippine government has sought to promulgate education to the Filipino individuals. The reform of the Constitution of the Philippines in 1987 mandated basic education. Primary education in public schools was made free and compulsory, and secondary education in public schools also became free to all (although not mandatory). As such, the Department of Education promotes the Education for All (EFA) program where no learners will be left behind whether one was rich or poor, it was expected that this constitutional reform would give the Filipino people easier access and attainment to education.

The Philippines House of Representatives, in pursuance of the implementation of the K-12 Enhanced Basic Education program of the government, has approved last May 21, 2015 on third and final reading House Bill 5604, the establishment of a senior high school for each of the country's legislative districts and appropriating funds thereof. The bill provides that the courses to be offered by the senior high schools shall be in conformity with the Enhanced Basic Education Curriculum (EBEC) formulated and designed by the Department of Education in pursuance of Section 5 of RA 10533 and in coordination with the Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA), and other concerned national government agencies and stakeholders. Thus, the Department of education together with the other department policy making bodies came up with the idea of a 2-year specialized course offerings in the Senior High School – secondary education where students may choose a specialization based on aptitude, interests,

and school capacity. The choice of a career track will define the content of the subjects a student will take in Grades 11 and 12. As compared to the formerly proposed curriculum (2012) where one subject consists of 54 class hours in a semester, a subject under the revised proposed curriculum (2014) consists of 80 class hours in a semester. The Department of Education had also clearly identified the specific core and track subjects under the revised curriculum. The Senior High School will have 15 core subjects and 16 track subjects, where seven are common subjects and nine are specialization subjects, totaling 31 subjects to be taken up in Grade 11 and Grade 12 (SEMEO INNOTECH, 2015). The career pathways – or tracks – have also been redefined under the revised curriculum. One of the more salient changes is how the Academic Track lumps together accountancy, business, management (ABM); liberal arts (General Academic); humanities, education, social sciences (HESS/HUMMS); and science, technology, engineering, mathematics (STEM). The ABM was formerly one of the main career pathways (i.e., entrepreneurship or business); STEM was also formerly one of the main career pathways; humanities was likewise identified as one of the main career pathways, and includes sports, arts and music, among others, which were later specified as main tracks under the revised curriculum (SEMEO INNOTECH, 2015).

The Department of Education has assured the readiness of public and private schools nationwide for the full implementation of the Senior High School Program, which will officially start in School Year SY2016-2017. Education Secretary Armin Luistro gave this assurance during the first National K to 12 Conference held at the Philippine International Convention Center (PICC), December 2 - 4, 2015. But how about the secondary students, are they ready also in Senior High School?

The researchers finds this study interesting to all concern especially the learners who is the significant factor in education, to generate the knowledge in determining the students who enroll in Accountancy and Business Management (ABM) strand in the Senior High School in Grades 11 and 12 because one of the crucial factor in successful transitions from high school to college is the demonstration of college readiness (Anderson & Fulton, 2015). Being college ready is a process that takes time and begins before a student's senior year in high school. The fact that the Philippines most comprehensive education system reform under K to 12 policy started in the year 2012 and then comes SY 2016 – 17, four years after is the full blast implementation and realization of the Senior High School Grades 11 and 12 this coming June 2016.

1.2 Objectives of the Study:

This study is conducted to determine based on National Career Assessment Examination and Academic Performance of the Grade 10 students to enroll in Accountancy, Business and Management in Senior High School of Molugan National High School, El Salvador City Division. And it sought to answer the following questions:

1. What is the profile of the respondents in terms of
 - 1.1 Age;
 - 1.2 Family Income;
 - 1.3 Parent's Educational Level?
2. What is the academic performance of ABM enrollees in their junior high school?
3. Is there a significant difference between National Career Assessment Examination result and academic achievement?
4. Are the students ready for the Accountancy, Business and Management strand in the Senior High School?

1.3 Research Framework:

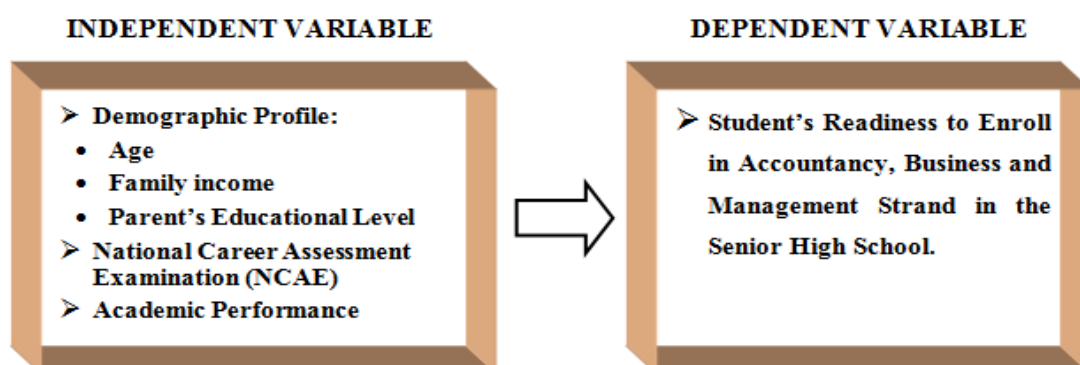


Figure 1: Research Framework of the Study

2. METHODS

The study utilized the descriptive method of research. This design describes and determines the grade 10 students who enroll in Accountancy, Business and Management (ABM) strand in the senior high school curriculum of the Department of Education. This study was conducted in Molugan National High School, El Salvador City Division during the second semester of the school year 2015 – 2016 among twenty eight (28) junior students who have chosen the ABM strand as per data taken from the Learner's Information System (LIS).

The assessment tools used in this study were the National Career Assessment Examination (NCAE) result from the Philippine National Education Testing and Research Center (NETRC) and the junior high school academic performance of the respondents taken from their form 137 or high school report card.

To determine the respondents' level of readiness, a cross tabulation between the academic performance and National Career Assessment Examination (NCAE) result of the respondents was used, below was the scoring procedure used.

NCAE Preference – ABM	
76 – 100	High
51 – 75	Moderate
26 – 50	Low
0 – 25	Very Low

Academic Performance Level	
90 and above	Advanced
85 – 89	Proficient
80 – 84	Approaching Proficient
75 – 79	Developing

Respondents that have a High Preference for Accountancy and Business Management (ABM) on their National Career Assessment Examination (NCAE) result and have an Advanced or Proficient level on their Academic Performance are ready for the Accountancy and Business Management (ABM) strand of the Senior High School curriculum

3. RESULTS AND DISCUSSIONS

Table 1: Profile of the Respondents – Age

Age	Frequency	Percent
15	5	17.9
16	17	60.7
17	5	17.9
18	1	3.6
Total	28	100.0

Table 1 presents the profile of the participants by age. As shown in the table, 61% were 16 years old, which is the ideal age for grade 10. The eldest age of the respondent is 18 years old. The standard deviation reflects the widespread distribution of the respondents' ages. This denotes that the respondents were of different ages ranging from 15 to 18 years old.

It is also shown that almost 18% of them were 15 years old. This shows that the participants were not on the appropriate age suited for Grade 10. Thus, preparedness on senior high school readiness in the Accountancy and Business Management (ABM) is somehow affected.

On the other hand, almost 18% of them were 17 years old. This implies that the participants were already above the required age for grade 10. Thus, they are somehow ready to senior high school.

Table 2: Profile of the Respondents – Family Income

Family` Monthly Income	Frequency	Percent
Below Php 5,000.00	11	39.3
Php 5,000.00 - Php 10,000.00	13	46.4
Php 10,000.00 - Php 15,000.00	1	3.6
Php 15,000.00 - Php 20,000.00	2	7.1
Php 30,000.00 - Php 35,000.00	1	3.6
Total	28	100.0

Table 2 shows respondents` monthly family income. As shown in the table, 46% were having income that range between Php 5,000.00 and Php 10,000.00. This implies that the respondents` monthly family income were almost below monthly minimum wage. This may be due to the fact that most of the respondents` parents` educational level were between Elementary levels. Only 4% of the family income that ranges between Php 30,000.00 and Php 35,000.00 can substantially support a number of four in the family. This implies that only a few of the respondents` family income may have the chance to have a business of their own in the future. Standard deviation reflects the widespread distribution of the respondent of the respondents` family income. This signifies that the respondents` family income is below the minimum wage.

Table 3: Profile of the Respondents – Father's Educational Level

Father`s Educational Level	Frequency	Percent
7 - Post Graduate	1	3.6
6 - College Graduate	1	3.6
5 - College level	3	10.7
4 - High School Graduate	10	35.7
3 - High School level	6	21.4
2 - Elementary graduate	1	3.6
1 - Elementary level	6	21.4
Total	28	100.0

Table 3 presents fathers` educational level of the participants. As shown in the table, 36% were high school graduate, which is the lacking minimum requirement for employment. This denotes that, the father of the respondents as head of the family, their economic employability were low which may result to a lower family income. 4% of the respondents have fathers` educational level of post graduate and college graduate. This signifies that only a few of the respondents` father may have a higher income to sustain family` needs but may others may also have a hard time sustaining their family`s need since 4% of them were elementary graduate. Standard deviation reflects the widespread distribution of the respondent of the respondents` educational level. This denotes that the respondents` father were of different educational level ranging from elementary level to post graduate courses.

Table 4: Profile of the Respondents – Mother's Educational Level

Mother`s Educational Level	Frequency	Percent
7 - Post Graduate	1	3.6
6 - College Graduate	4	14.3
5 - College level	3	10.7
4 - High School Graduate	9	32.1
3 - High School level	3	10.7
2 - Elementary graduate	2	7.1
1 - Elementary level	6	21.4
Total	28	100.0

Table 4 shows mothers` educational level of the participants. As shown in the table, 32% were high school graduate. This implies that the respondents` mother was mostly plain housewives or maybe most of them will have work where high school graduate is the minimum requirement. 21% of the respondents have mothers` educational level of elementary level. This signifies that only a few of the respondents` mother can help family` needs may also have a hard time sustaining it. Standard deviation reflects the widespread distribution of the respondent of the respondents` educational level. This denotes that the respondents` mother were of different educational level ranging from elementary level to post graduate courses.

Table 5: Academic Performance of Grade 10 Students

Indicator	Mean (N=28)	Standard Deviation	Minimum Value	Maximum Value
General Average	83.6071	4.84236	75.00	92.75

Table 5 shows that the mean general average grade of the grade 10 students is 83.61%. The maximum value is 92.75% and the minimum value is 75.00%. The result implied that most of the students, 24 out of the 28 respondents, were not academically prepared to be in the Accountancy, Business and Management (ABM) strand of the senior high school because the students' academic performance were rated as Approaching Proficient (AP) whose grades are ranging between 80 and 84 hence the general average mean is 83%.

Table 6: Correlation between the students' NCAE Result and Academic Performance

		NCAE	AP
NCAE Result	Pearson Correlation	1	-.086
	p – value		.665
	N	28	28
Academic Performance	Pearson Correlation	-.086	1
	p - value	.665	
	N	28	28

Table 6 shows the correlation matrix between the students' academic performance and NCAE result. In this table, correlation coefficient is computed at -0.086 , signifying an indirect weak relationship between the student's academic performance and NCAE results. With a computed p-value of 0.665 , the result shows that there is no significant relationship between the student's academic performance and National Career Assessment Examination results, thus accepts the null hypothesis.

Table 7: Cross Tabulation of NCAE Result and Academic Performance

Academic Performance		NCAE			Total
		LOW	MODERATE	HIGH	
General Average	DEVELOPING	1	3	0	4
	APPROACHING PROFICIENT	1	2	3	6
	PROFICIENT	4	8	3	15
	ADVANCED	0	2	1	3
Total		6	15	7	28

Table 7 shows the cross tabulation between the students' Academic Performance and National Career Assessment Examination result. As shown in the table, only 4 out of the 28 respondents, whose grades are interpreted as proficient (85-89) and advanced (90 and above) and whose preference in ABM is high, are ready for the ABM strand in the Senior High School.

The result implied that these four students will be the one to excel in their chosen strand, the Accountancy, Business and Management, since they have an equivalent academic performance of proficient and/or advanced. Students who earned advanced proficient scores on the Algebra II and Writing tests had a greater chance of being successful in their first year English and mathematics courses in college. Moreover, students who earn advanced proficient scores on Virginia's high school reading, writing, and mathematics assessments have a high probability of enrolling and persisting in four-year colleges (Virginia College and Career Readiness Initiative, 2012).

Likewise, students with higher ACT Engage College scores, based on the mean percentile scores of ACT Engage scales Academic Discipline, Commitment to College, and Social Connection, remain enrolled in a postsecondary institution after the first year of college at substantially higher rates than students with lower ACT Engage College scores (ACT, 2014).

4. CONCLUSION

Based on the findings of the study, the researchers concluded that learners` learned through an active, contextualized process of constructing knowledge based on personal experiences of their environment. Thus the importance of basic education plays a significant role of the students to enroll in Accountancy, Business and Management (ABM) strand in the senior high school. Piaget believes that a constructivist classroom must provide a variety of activities to challenge students to accept individual differences, increase their readiness to learn, discover new ideas, and construct their own knowledge.

In order to know the readiness of the students for senior high school, there is a need to consider Edward Thorndike`s Law of Readiness or the Law of Action Tendency, where learning takes place when an action tendency is evoke through a preparatory adjustment set or attitude. If a learner is not prepared to learn or does not have the basic and concrete knowledge of a particular area of discipline such as the Accountancy, Business and Management (ABM) strand then learning cannot be automatically instilled in the learners` mind. Thus, it will be more difficult for every learner to adjust with the academic requirements of the higher education curriculum.

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