

# A Three-Year Tracer Study of The Technical Vocational Track Graduates of Divine Word College of Legazpi Senior High School Department

David D. Gomez, Christopher Paolo E. Mapa

*Senior High School Faculty, Divine Word College of Legazpi, Philippines*

**Abstract:** The aim of this study was to track down the chosen exits of the Senior High School graduates of Technical Vocational and Livelihood Track in Home Economics and Information and Communications Technology strands of Divine Word College of Legazpi. The respondents of the study was the entire 92 TVL graduates of DWCL, from School Years 2017-2018, 2018-2019, and 2019-2020. The retrieval rate of the responses is 78.26 % (72 respondents). This study made use of the descriptive design to gather and analyse the needed data. In the results, 93% of the respondents chose Higher Education as their exit after graduating from SHS. Furthermore, 7% of the total population chose a different exit or did not choose at all and are currently unenrolled/unemployed. From the 67 who pursued higher education, 48% took courses which are aligned to their chosen strand in SHS, however, 52% chose a different course. This shows that majority of TVL graduates who have enrolled in college have a mismatched course. Furthermore, when asked about their recommendations or suggestions for the improvement of the TVL track, majority of the respondents suggested to have a more upgraded equipment, facilities, and laboratories for both HE and ICT, as well as to uphold more opportunities to conduct practical tests for major subjects like Cookery, Bread and Pastry, Food and Beverage Service and Computer System Servicing especially during assessment tests, and lastly, to modify the schedule of major subjects which are condensed during Saturdays only.

**Keywords:** Tracer study, TVL Graduates, TVL SHS Exits

## I. INTRODUCTION

According to the American politician, Conrad Burns, “Vocational education programs have made a real difference in the lives of countless young people nationwide; they build self-confidence and leadership skills by allowing students to utilize their unique gifts and talents.”

In School Year 2012-2013, the Philippine educational system adopted and began the implementation of the K-12 Program which comprises 1 year of Kindergarten and 12 years of basic education: 6 grade levels of elementary (Grades 1-6), 4 year levels in Junior High School (Grades 6-10) and an additional 2 year levels for Senior High School (Grades 11-12). There are 3 main goals of the K12 Program which are stated on the Senior High School Manual of Operations Volume 1, it aims to produce graduates who are holistically developed; equipped with 21st century skills (i.e., learning and innovation skills, life and career skills, communication skills, and information media and technology

skills); and prepared for the future, be it in pursuit of higher education or acquisition of middle-level skills, or geared towards employment or entrepreneurship.

According to the Official Gazette of the Philippines, there are three tracks that the students can choose from namely: Academic track, Technical-Vocational-Livelihood track, and Sports and Arts track (however in other literatures Sports track and Arts & Design track may be separated into two different tracks). In a similar way to college courses, tracks are focused areas of study and the TVL Track has four strands specifically: Information and Communications Technology Strand, Home Economics Strand, Agri-Fishery Arts Strand, and Industrial Arts Strand.

In the Philippines, Technical Vocational courses are perceived as non-formal education; most of the jobs after graduation are considered low-waged. That is why many High school students would opt to go to colleges or universities to take a 4-5-year degree, in the hopes of having better paid jobs. According to Azer Parrocha (2018) on the Philippine News Agency, 72 out of 100 Tech-Voc graduates of 2018 landed a job within a 6-month period after graduation. This gives high hopes to the new graduates to really choose the Technical Vocational and Livelihood track and its underlying strands.

Divine Word College of Legazpi, the Senior High School department offers two tracks – Academic Track and Technical Vocational and Livelihood Track. Under the Academic Track, there are three strands: General Academic Strand, Science, Technology, Engineering, and Mathematics Strand, and Accountancy Business and Management Strand. For the Technical Vocational and Livelihood Track, two strands are offered: Home Economics Strand and Information, Communication, and Technology Strand. Out of all the strands, the researchers focused only on the TVL Track specifically the Home Economics Strand and the Information, Communication, and Technology Strand. The researchers chose to give focus on the TVL graduates because they have the most options for taking any of the 4 exits of the Senior High School program. The Home Economics Strand is taken by students who wish to pursue BS Business Education, BS Culinary Arts, BS Food Technology, BS Hospitality and Restaurant Management, BS Interior Designing, BS Nutrition, BS in Tourism Management. The Information, Communication, and Technology strand are taken by students

who wish to pursue Information Technology, Computer Science, Computer Engineering, Software and Network Engineering, Multimedia Arts, Digital Illustration and Animation, and Graphic Arts.

In a tracer research, data are repeatedly gathered and analysed with time. Sometimes referred to as tracker studies or long-term research. Throughout monitoring and evaluation (M&E), and tracer studies mostly focus on evaluation or impact evaluation. They're intended to learn what altered, when, and why. Studies called "tracers" are frequently made to monitor changes at a following a development intervention, at the individual level (Simister & O'Flynn, 2017). Furthermore, it is strongly advised to undertake a tracer research on SHS graduates, according to Regional Memorandum No. 90, series of 2018 of Department of Education Region V. The K-12 Basic Education Program's objective is to raise the standard of instruction across the board in Filipino schools, and the way the tracer study was conducted is consistent with this objective.

This tracer study aims to track down the Technical Vocational and Livelihood track graduates of Divine Word College of Legazpi – Senior High School in their path to higher education and to identify whether having the TVL track as their chosen strand in the Senior High School really helped them in choosing their college courses or paths. Results of this study may be beneficial to the institution as it might improve the Technical Vocational and Livelihood track, specifically the two strands offered by the DWCL-SHS Department.

*Statement of the Problem*

This study traced the Technical Vocational and Livelihood graduates of DWCL from School Years 2017-2018, 2018-2019, and 2019-2020. This study aimed to answer the following questions:

1. Among the graduates of the Technical Vocational and Livelihood track, what is the percentage (%) of the students who took up:
  - a. Entrepreneurship
  - b. Higher Education
  - c. Mid-Level Skills
  - d. Employment
2. What are the courses taken up by the Technical Vocational and Livelihood track graduates for:
  - a. Home Economics Strand
  - b. Information, Communication, and Technology Strand
3. What is the percentage of the Technical Vocational and Livelihood graduates who are:
  - a. Unenrolled
  - b. Unemployed
  - c. Mismatched Course

*Scope and Limitations of the Study*

This study gave emphasis on the Senior High School setting and focused on the Technical Vocational track graduates of School Years 2017-2018, 2018-2019, and 2019 - 2020, both Home Economics and Information and Communication Technology Strands who took up Higher Education as their exit in the Senior High School. This study also utilized the survey method as tool in gathering of the data.

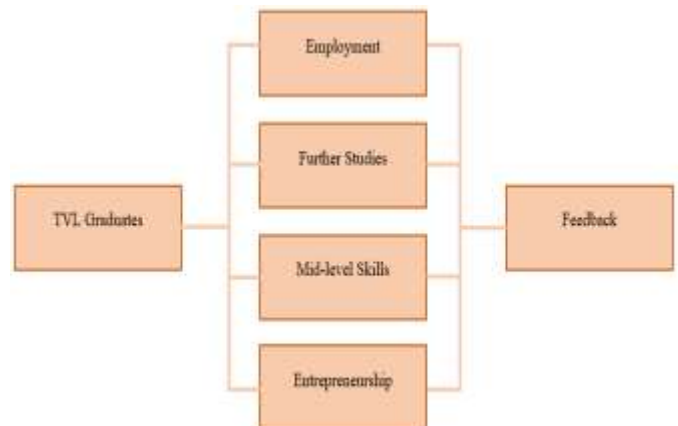
Graduates of other strands (i.e., GAS, STEM, and ABM) were excluded from this study as well as the TVL students who did not graduate from Divine Word College of Legazpi in the School Years 2017-2018, 2018-2019, and 2019-2020.

The Researchers focused only on the Technical Vocational and Livelihood Track graduates as they are the main subject of this research. They also have to be college students by now in order to identify whether their chosen track/strand has aligned them to their chosen collegiate course. The TVL graduates on school years 2017-2018, 2018-2019, and 2019-2020 of DWCL were also necessary as they were the first three batches of graduates of the institution.

*Conceptual Framework*

The main objective of this study was to trace the Senior High School graduates under the Technical Vocational Track, specifically the Home Economics and Information, Communication, and Technology Strand of Divine Word College of Legazpi and identify whether their chosen college course is in lined with their strand and also to identify if there are TVL graduates who are either employed, took Mid-level skills training, or started their own business. Figure 1 shows the process of obtaining this objective by first tracing/locating the TVL graduates' whereabouts in terms of higher education/college enrolment. Second, the researchers provided and conducted a survey to the said respondents regarding their chosen college course. Feed backing was done.

Figure 1. Conceptual Framework Model



II. METHOD

Research Design

This study made use of the descriptive design to gather the needed data. Descriptive research aims to describe a population, situation, or phenomenon accurately and systematically.

It can answer *what, where, when* and *how* questions, but not *why* questions (McCombes, 2022). The researchers used a complete enumeration where all members of the population are measured (DATA COLLECTION STRATEGY, n.d.).

Population and Sample of the Study

The researchers took into account all the TVL graduates of DWCL SY 2017-2018, 2018-2019, and 2019-2020 as the respondents of the study. Therefore, a total enumeration was utilized. The total number of respondents is 92 but only 72 were able to respond on the given timeline, which has a relatively high retrieval rate of 78.26%.

Table 1. Population of the Study

Strand	S.Y. 2017-2018	S.Y. 2018-2019	S.Y. 2019-2020	Total
TVL-HE	35	20	23	78
TVL-ICT	0	9	5	14
				92

Table 2. Retrieval Rate of the Response

Strand	S.Y. 2017-2018	S.Y. 2018-2019	S.Y. 2019-2020	Total
TVL-HE	(23) 65.71%	(14) 70%	(23) 100%	60 (76.92 %)
TVL-ICT	N/A	(7) 77.78%	(5) 100%	12 (85.71 %)
	(23) 65.71%	(21) 72.41%	(28) 100%	72 (78.26 %)

Sources of Data

This study used 2 types of data sources: primary and secondary. The primary source of data came from the Technical Vocational and Livelihood Track graduates of Divine Word College of Legazpi S. Ys 2017-2018, 2018-2019, and 2019-2020, both Home Economics and Information, Communication, and Technology Strands and their responses from the survey questionnaire provided by the researchers. The Secondary Sources of data came from the records of the Registrar of DWCL, internet articles, & published research studies.

Research Instrument

This research used a survey questionnaire. This instrument aims to identify the proportion of students who have taken either of the four “exits” of the Senior High School Program. Moreover, this instrument targets to classify the current status of the Tech-Voc graduates whether they are employed, enrolled in college, enrolled in mid-level skills training programs, or started their own businesses.

Data Gathering Procedures

The researchers conducted a survey to all the Technical Vocational and Livelihood track students of Divine Word College of Legazpi Senior High School who graduated from the School Years 2017-2018, 2018-2019 and 2019-2020. Attached to the survey questionnaire is a letter that informs the students that this research study aims to trace the TVL graduates of 2018, 2019 and 2020. The researchers asked the respondents to indicate some personal information but were also assured of confidentiality. The survey lasted for two months (January – April 2021) during the process.

III. RESULTS AND DISCUSSION

This section shows the results and discussions of the data collected from the 72 respondents who graduated from the DWCL SHS of 2018, 2019 and 2020 presented using tables and figures to represent and to discuss the following: The percentage of the TVL graduate who took up Entrepreneurship, Higher Education, Mid-Level Skills, or Employment; the courses taken by the TVL-HE and TVL-ICT graduates; and the percentage of TVL graduates who are unenrolled, unemployed and mismatch course.

Four Exits of the Senior High School Graduates

Figure 2. The Percentage of the TVL graduates who took up Entrepreneurship, Higher Education, Mid-level Skill, or Employment

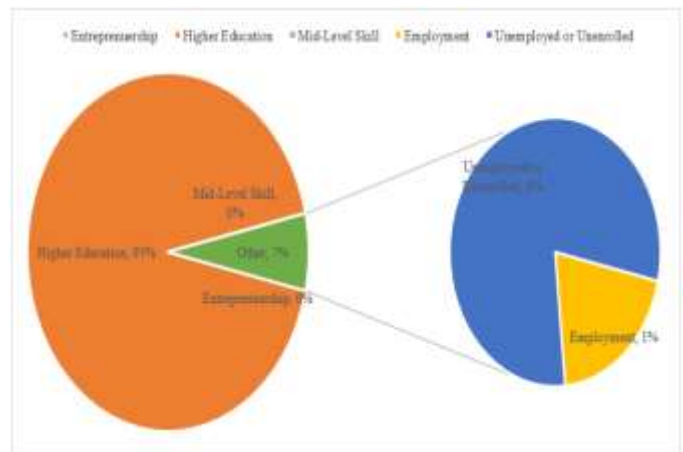


Figure 2 shows that the sixty seven (67) TVL Graduates of Divine Word College of Legazpi Senior High School Department enrolled in tertiary level. One (1) respondent answered employment who works as an assistant chef at Eruption Bar & Club as a temporary employee. Four (4) have responded unenrolled or unemployed, relative to the response, three (3) reasoned due to the pandemic and one (1) have started a family. Among the seventy two (72), no one have engaged in either Entrepreneurship or Mid-Level Skills.

*Courses Taken by TVL Graduates*

Figure 3. Courses Taken by TVL-Home Economics Graduates

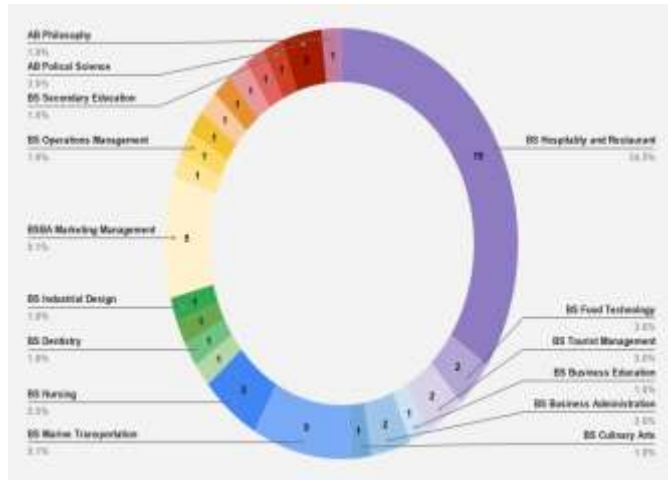


Figure 3 shows the courses taken by the TVL-HE graduates of DWCL. The top four (4) courses taken by TVL-Home Economics Graduates show that out of the fifty five (55) TVL-HE graduates, nineteen (19) enrolled in Bachelor of Science in Hospitality and Restaurant Management, for Bachelor of Science in Business Administration - Marketing Management and Bachelor of Science in Marine Transportation a total of 10 students enrolled for 2 courses, each with five (5) enrollees, and three (3) enrolled in Bachelor of Science in Nursing. Although there is a large number of the TVL-HE graduates who have chosen to enrol to a college that is closely related to strand that they have graduated in, there are still some TVL-HE graduates who have opt to enrol in a relatively unrelated college course.

Figure 4. Courses Taken by TVL-Information Communication and Technology Graduates

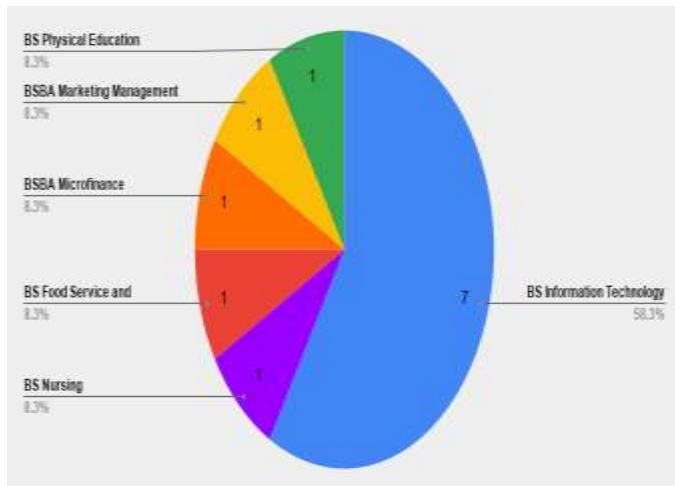


Figure 4 shows all the courses taken by TVL-Information Communication and Technology Graduates. Out of the twelve (12) TVL- Information Communication and Technology graduates, seven (7) enrolled in BS Information Technology and each of the five (5) other respondents are

enrolled in different college courses such as BS Physical Education, BSBA Marketing Management, BSBA Microfinance, BS Food Service and Management and BS Nursing.

*Percentage of Unenrolled, Unemployed and Mismatched Courses*

Figure 5. Percentage of Unenrolled, Unemployed and Mismatched Courses

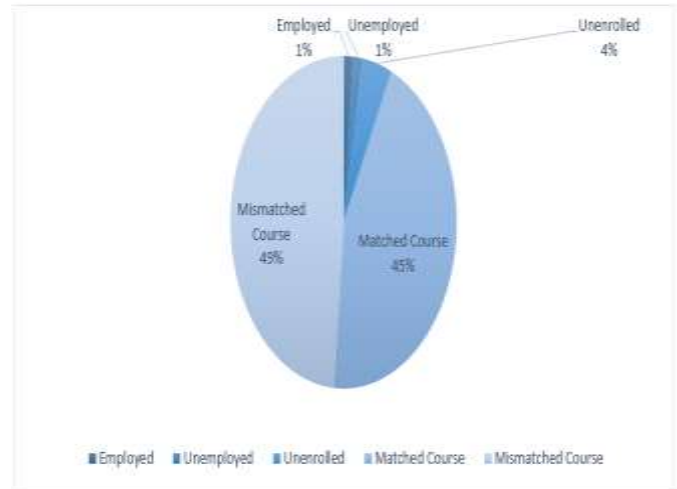


Figure 5 shows that 45% or thirty two (32) of the TVL Graduates are currently enrolled in a college course that matches their chosen strand in Senior High School. In TVL-Home Economics, nineteen (19) enrolled in BS Hospitality and Restaurant Management, two (2) of each respondent are enrolled in BS Food Technology and BS Tourist Management and one (1) of each respondent are enrolled in BS Business Education and BS Culinary. In TVL-Information Communication and Technology, seven (7) enrolled in BS Information Technology. It also shows that 49% or thirty five (35) of the respondents are currently enrolled in a college course that do not match their graduated strand in Senior High School. A number of student who graduated from TVL-HE/ICT are currently enrolled in college courses which are expected from graduates from other strands (e.g. STEM Strand – Nursing, ABM – Marketing Management). A small portion of the graph shows that 4% from the total number of respondent are currently unenrolled due to the pandemic, 1% responded unemployed and another 1% who is employed.

IV. CONCLUSION AND RECOMMENDATIONS

Home Economics students are those individuals who are both skilled and still wants to hone their skills in cooking and kitchen management as well as students who wish to improve their skills in the art of gastronomy cooking and table presentations. Information and Communications Technology students are those who are relatively enthusiastic in subject related to computer- and are fond of using and exploring applications and web sites. Configuring different networks such as wireless and local area networks, troubleshooting Computer peripherals, and installing of soft wares are also part and parcel of the strand.



For the past 3 School years at Divine Word College of Legazpi, there have been a total of 92 graduates of the Senior High School Department under the Technical Vocational and Livelihood Track. 35 graduates from School Year 2017-2018, 29 graduates in School Year 2018-2019, and 28 graduates for School Year 2019-2020. Based on the gathered data. 78 students graduated under the Home Economics strand, whereas, 14 graduated under the Information, Communication, and Technology Strand.

The very aim of this research is to track down the graduates of the DWCL-SHS graduates of the TVL ICT and HE strands. Also, the research study aims to ascertain whether their chosen strand in the senior high school have helped in identifying their exit in the senior high school. Furthermore, the research intends to identify the exits that the graduates have chosen whether it is Higher Education, Entrepreneurship, Mid-Level Skills Training, or Employment.

Among the total population of graduates only 72 graduates responded to the survey. After conducting the research, the researchers found out that 67 or 93% of the total number of respondents have continued their path to higher education. From the 67 respondents who continued tertiary education, 32 or 48% respondents took up courses which are aligned to their chosen strand in Senior High School, however, 35 or 52% of the respondents have taken up a college course which is not aligned to their strand in senior high school. This shows that majority of TVL graduates who have enrolled in college have a mismatched course with a difference of 4% to the students who have a matched college course.

For recommendations, the researchers asked suggestions from the respondents on ways to improve the quality of TVL Program in DWCL-SHS. First, the respondents mostly suggested the improvement of equipment and facilities/laboratories for both HE and ICT. Second, to uphold more opportunity to conduct practical tests for major subjects like Cookery, Bread and Pastry, Food and Beverage Service and Computer System Servicing especially during assessment tests. Finally, to fix the schedule of major subjects every Saturdays only.

## REFERENCES

- [1] Courses and careers in computer science and ICT. (2021, March 24). StudyMalaysia.com. Retrieved August 26, 2021, from [https://www.studymalaysia.com/education/top-stories/courses-careers-in-computer-science-ict-](https://www.studymalaysia.com/education/top-stories/courses-careers-in-computer-science-ict-it?fbclid=IwAR3DLw88FbbjPOhgHuSoblYvOn15gZLUp574eUkJnERT15SI0v9f4GKHo_M)
- [2] Current Real Minimum Wage Rates | National Wages Productivity Commission. (n.d.). Retrieved February 26, 2020, from <https://nwpc.dole.gov.ph/stats/current-real-minimum-wage-rates/>
- [3] DATA COLLECTION STRATEGY. (n.d.). Retrieved November 3, 2020, from <https://www.fao.org/3/x2465e/x2465e08.htm#:~:text=by%20complete%20enumeration%2C%20+where%20all,the%20whole%20population+%20are%20measured%3B&text=by%20sampling%2C%20where%20only%20a,the%20whole%20population%20are%20measured.&text=Data%20usually%20collected%20by%20the%20size%20frequency%20data>
- [4] Department of Education. (2018, April 7). Special Report: Jobs a Hit or Miss for Senior High School Graduates. [deped.gov.ph](https://www.deped.gov.ph). Retrieved February 23, 2020, from <https://www.deped.gov.ph/2018/04/07/special-report-jobs-a-hit-or-miss-for-senior-high-school-graduates/>
- [5] Department of Education, Region V, Naga Division. Survey on the Actual Curriculum Exits of the Senior High School Graduates Batch 2017-2018. Retrieved November 3, 2020 from [http://www.depednaga.ph/wp-content/uploads/Memos/Unnumbered%20July%205,%202018%20Survey%20on%20the%20Actual%20Curriculum%20Exits%20of%20the%20Senior%20High%20School%20Graduates%20\(Batch%202017-2018\).pdf](http://www.depednaga.ph/wp-content/uploads/Memos/Unnumbered%20July%205,%202018%20Survey%20on%20the%20Actual%20Curriculum%20Exits%20of%20the%20Senior%20High%20School%20Graduates%20(Batch%202017-2018).pdf)
- [6] Department of Education. (2016, May 6). Senior High School Manual Volume One. [deped.gov.ph](https://www.deped.gov.ph). Retrieved September 23, 2022, from [https://www.deped.gov.ph/wp-content/uploads/2018/10/DM\\_s2016\\_076.pdf](https://www.deped.gov.ph/wp-content/uploads/2018/10/DM_s2016_076.pdf)
- [7] Edukasyon.ph. (n.d.). Retrieved January 04, 2020, from <https://www.edukasyon.ph/courses/senior-high-tracks/tvl>
- [8] Edukasyon.ph. (n.d.-b). Retrieved January 04, 2020, from <https://www.edukasyon.ph:443/blog/k-12-tvl-series-home-economics-strand+>
- [9] Llego, M. A. (n.d.). Employability of DepEd Senior High School (SHS) Graduates. Retrieved September 22, 2022, from <https://www.teacherph.com/employability-deped-senior-high-school-shs-graduates/>
- [10] McCombes, S. (2022, July 21). Descriptive Research | Definition, Types, Methods & Examples. Scribbr. Retrieved November 3, 2020, from <https://www.scribbr.com/methodology/descriptive-research/>
- [11] PHILIPPINE LAWS, STATUTES AND CODES - CHAN ROBLES VIRTUAL LAW LIBRARY. (n.d.-b). Retrieved January 04, 2020, from <https://www.chanrobles.com/republicacts/republicactno7796.html#.X6lms4gzZPY>
- [12] PHILIPPINE NEWS AGENCY- 72 out of 100 tech-voc grads get jobs within 6 months: TESDA | Cloudflare. (n.d.). Retrieved January 04, 2020, from <https://www.pna.gov.ph/articles/1055794+>
- [13] Simister, N., & O'Flynn, M. (2017). Tracer Studies. INTRAC. Retrieved September 20, 2022, from <https://www.intrac.org/wp-content/uploads/2017/01/Tracer-studies.pdf>
- [14] Yee, J. (2018, April 7). SPECIAL REPORT: Jobs a hit or miss for senior high school graduates. INQUIRER.net. Retrieved February 23, 2020, from <https://newsinfo.inquirer.net/980738/special-report-jobs-a-hit-or-miss-for-senior-high-school-graduates>