

Discrepancy Evaluation of Track Choices and School Resources for Senior High School Curriculum Enhancement

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Abstract

Evaluated in the study, using the discrepancy evaluation model (DEM) were students' track choices, and school resources for the Senior High School (SHS) program of selected Philippine Adventist denominational schools. The Department of Education (DepEd) and Adventist denominational goals and standards aligned with 21st century skills were the basis for the discrepancies. Purposive sampling was employed wherein 668 students, 102 teachers and 17 high school principals from 20 schools participated. The results revealed *Very High* discrepancy above the standard in the choice of the academic track; and *High* on Technical-Vocational, livelihood (TVL), Sports, and Arts-Design tracks. Among the academic strands, *Moderate* discrepancy above the standard was found in the choice of Science, Technology, Engineering, and Mathematics (STEM) while the Accountancy, Business, and Management (ABM), General Academic Strand (GAS) and Humanities and Social Science (HUMMS) had a rating of *Low*, *Moderate* and *Moderate*, respectively. Discrepancies on Senior High School (SHS) program design, installation, process, and perceived cost imbedded in the evaluation of the school resources were found. The study recommends that Adventist senior high schools maintain programs for variables with *Very High* (above the standard) to *Low* discrepancies, and apply enhancement programs for variables with *Moderate* to *Very High* discrepancies. Furthermore, strong recommendations emphasized that schools collaborate with each other not to compete for students but to refer them to the schools that offer their track or strand choices and to integrate AY/Pathfinder modules into course outlines and classroom teaching as enhancement for a distinctly Adventist SHS curriculum.

Keywords: *Discrepancy Evaluation (DEM), track choices, school resources, academic track, core subjects*