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Research Article

A SURVEY ON THE OCCUPATIONAL INTERESTS OF GRADE 7 STUDENTS: A BASIS FOR DESIGNING THE SENIOR HIGH SCHOOL CURRICULUM FRAMEWORK OF SPUP

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A B S T R A C T

The study sought to determine the level of occupational interests and preferences of the first batch of Grade 7 students of SPUP who will then be the pioneer graduates of the Senior High School Program with the intent of coming up with the Senior High School Curriculum Framework for SPUP for its implementation during the academic years 2016-2017 and AY 2017-2018. Findings revealed that among the given occupations, high level of occupational interest was manifested by participants along Health Services, Mathematics and Science, Social Sciences, Educational Services, and Management. With respect to the participants' extent to which they liked the subject areas associated with the given occupations, those that were liked very much were related to Computer Technology, Health Care, Mathematics and Science, Business/Law/Management. A matching was evident between the participants' level of occupational interests and the extent to which they liked the subject areas related to the given occupations in the following occupational groups: Health Services, Mathematics and Science, Educational Services, Legal Services, Customer Services, Management, Fine Arts, and Machine Operation. The participants' first and second course preferences in terms of the occupational groups were along Health Services, Mathematics and Science. Based from the findings of the study, the career path of the first batch of Grade 7 students of St. Paul University Philippines who will then be the pioneer batch of graduates of the Senior High School Program, had inclinations to the academic track, particularly along Health Care; Science, Technology and Mathematics; Business and Management; Education and Social Sciences. It is in this regard that the SPUP Senior High School Program will take on the academic track to include the three strands – Science, Technology, Engineering and Mathematics (STEM); Accountancy, Business and Management (ABM); and Humanities and Social Sciences (HUMSS). The results of this study are therefore significant as they served as basis for designing the Senior High School Curriculum Framework for SPUP, with the program's pioneer batch to graduate on June 2018.

INTRODUCTION

Over six years ago, the Department of Education took on the challenge of transforming basic education in response to the critical and urgent need of enhancing the quality of basic education in the country through the implementation of the K to 12 Enhanced Basic Education Program. This essential reform, according to international experts in education will put the Philippine educational system at par with the rest of the world. In the series of K to 12 orientation meetings/summits/seminars that were conducted prior to the K to 12 implementation, the former Department of Education Secretary, Bro. Armin A. Luistro, FSC challenged the Basic Education as well as the Higher Education Institutions to come up with a more relevant K to 12 Curriculum, particularly for the Senior High School (Grades 11 and 12) that is anchored on the students' abilities and interests/preferences, Institution's vision-mission as well as local and global needs and opportunities. One of the imperatives of the K to 12 Basic Education Program is to expand job opportunities by reducing jobs-skills mismatch and provide better preparation for higher learning. Based on the researches conducted on career and work, if an individual is employed in a job that is closely related to what he/she loves to do, or to one of his/her strengths, he/she is more likely to be highly successful at that job or career. Hence, it is essential that secondary schools provide students with opportunities for career exploration, career planning and guidance in order to direct them towards the right career path and to enhance their awareness of various career options. As generally observed, it is often difficult for the high school students to determine what career path to pursue. In most cases they are not familiar with the range of available career options. While they are familiar with the activities they like to do and which activities they are good at doing, they typically lack a clear idea of how their skills, interests and values match with different career possibilities.Research suggests that by engaging in self exploration, career exploration and career planning and management activities, students will perceive the relevance of how courses in high school and college connect to self-defined career and life goals (Solberg, Gresham, Phelps, Durham, & Haakenson, 2010). It is therefore essential that students are provided with opportunities to rate their level of interest in a wide range of occupations through the conduct of career/occupational interest inventories as the results will help them recognize their predominant interests and preferences (Timmons, Podmostko, Bremer, Lavin, and Wills, 2004). Moreover, the results will serve as basis for exploring various career interests of students and for planning curriculum programs for the Senior High School and College. Hence, the reason for the conduct of this career interest inventory, the results of

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which, will be used in designing the Senior High School Curriculum Framework for SPUP. The content of the SPUP Senior High School Curriculum therefore evolves from the needs, career interests as well as from the vision, mission and goals of the university.

Statement of the Problem

This study is aimed at determining the level of occupational interests and preferences of the first batch of Grade 7 students of SPUP with the intent of coming up with the Senior High School Curriculum Framework for SPUP for implementation starting AY 2016-2017.

More specifically, the research sought to answer the following questions

1. What is the level of occupational interest of the student-participants in each of the given occupations?
2. To what extent do the student-participants like the given subject areas related to the given occupations?
3. How do the student-participants' occupational interest match with the extent to which they like the given subject areas associated with the given occupations?
4. What is the level of student-respondents' course preferences for each of the given occupational groups?
5. What curriculum framework can be proposed for the Senior High School Program of SPUP based on the findings of the study?

MATERIALS AND METHODS

The study employed the descriptive survey method. This method was used to determine the level of occupational interest and course preferences of the respondents for each of the given occupations and the extent to which they like the subject areas associated with these occupations. The Career Interest Inventory (The Psychological Corporation 1990), utilized by the Testing Department of the university's Guidance and Counseling Center, was used to gather data pertinent to the study. An informal interview was also conducted with the participants to validate their career interests and preferences and the extent to which they like the subject areas related to the given occupations. The results of the survey served as basis in the formulation of a Proposed Senior High School Curriculum Framework for St. Paul University Philippines which will be utilized for the initial implementation of the Senior High School Program in SPUP starting AY 2016-2017 as mandated by the Department of Education in the Philippines. The participants of the study consisted of all the 208 Grade 7 students enrolled during the Academic Year 2012-2013 as they will be the first takers of the senior high school program and therefore the pioneer batch of senior high school graduates in 2018. As reflected on the table, Health Services had the biggest percentage (46.63 %) of participants with a high level of occupational interest, followed by Educational Services with 36.54 % and Social Sciences–36.54 %, Mathematics and Science with 36.05 %, Fine Arts – 31.73 %, and Management (30.77). The data further showed that Health Services was still the most attractive occupational area among the participants. Based from the responses, participants were interested in such jobs as medical doctor, nurse, pharmacist, physical therapist, medical technologist or veterinarian. For the occupations that were considered by the participants with a moderate level of interest, Agriculture was given the highest percentage (47.50 %), followed by Management – 45.19 %, Clerical Services – 44.72 %), Sales/Marketing, 43.75 % and Mathematics and Science, 43.27 %. As revealed by these data, the students also had some inclinations to Agriculture, Management, Clerical Services, Mathematics and Science, and Sales/Marketing. The occupations which were considered as participants' lowest level of interest were in the areas of Machine Operation (56.25 %), Benchwork (51.92 %), Transportation (50.48 %), Building Trades (45.19) and Sales (39.42 %). This means that the students are less fascinated to the non-academic or vocational courses/specializations. Taking into consideration the three levels of occupational interest for each occupational group as shown by the data across the columns, the occupations that were considered as participants' high level of interest are those related to the academic track while those that were considered by the biggest percentage of participants as their lowest degree of interest pertained to non-academic or vocational specializations such as Machine Operation, Benchwork, Transportation and Building Trades.

Combining the percentages of students with high and moderate levels of occupational interests, the first five highest percentages were in the areas of Health Services, Educational Services, Mathematics and Science, Management and Social Sciences. This implies that occupations that are academic in nature appeal more to the participants' career goals and interests. The data therefore reveal that the grade seven students of SPUP were most interested in the Senior High School academic track.As reflected on the table, the subject areas that were very much liked by the bigger percentages of participants are related to Computer Technology (29.09), Health Care (29.41 %), Mathematics/Science (27.32 %), Management-Business/Law (26.96 %). The participants also liked a little such areas as English/Foreign Language, Cooking/Sewing and Photography as shown by the bigger percentages. On the other hand, those that were disliked to a great deal were in the areas of Plumbing/Welding (42.65 %), Carpentry/Home Building (41.18 %), Farming/Livestock Care (33.33 %), Music/Art (32.55), Haircutting/Styling (30.39 %), and Newspaper Writing (29.41), all of which, involve non-academic occupations. When these subject areas are classified according to occupational groups, Health Services is still the very much liked occupation among the participants, followed by Mathematics and Science, and Management respectively.

The data further imply that the subject areas related to Health Services, Mathematics and Science, Business and Management are most liked by the student-respondents.The data reveal that among the 97 particpants who showed a high level of interest in the field of Health Services, 42.27 % claimed that they liked the Health Care area very much while 29.90% liked it a little. As shown by the cross tabulation, participants with high level of interest in Health Services liked the healthcare subjects very much. In the field of Mathematics and Science, among the 75 participants with a high level of interest in this area, the highest percentage or 34.67 % claimed that they liked the subject areas related to Mathematics and Science very much. On the other hand, among those with moderate degree of occupational interest, most or 24.44% liked a little the subject areas related to Mathematics and Science. The data further imply that participants who manifested a high level of occupational interest in Mathematics and Science liked the subject areas

related to this occupation very much while those with moderated level of interest liked them a little.

liked a little the subject areas related to clerical services. With respect to the Customer Services occupational group, majority

Table 1 Frequency Distribution of Participants According to their Level of Occupational Interests

occupation / degree of interest	High (F)	%	Moderate (F)	%	Low (F)	%
social sciences	76	36.54	79	37.98	50	24.04
clerical services	49	23.56	93	44.71	64	30.77
health services	97	46.63	72	34.62	39	18.75
agriculture	54	25.96	99	47.6	51	24.52
customer services	53	25.48	82	39.42	69	33.17
fine arts	66	31.73	85	40.87	53	25.48
mathematics & science	75	36.05	90	43.27	41	19.71
building trades	29	13.94	80	38.46	94	45.19
educational services	76	36.54	82	39.42	45	21.63
legal services	56	26.92	86	41.35	60	28.85
transportation	27	12.98	72	34.62	105	50.48
sales/marketing	28	13.46	91	43.75	82	39.42
management	64	30.77	94	45.19	45	21.63
benchwork	28	13.46	67	32.21	108	51.92
machine operation	21	10.1	65	31.25	117	56.25

Table 2 Frequency Distribution of Participants in Terms of the Extent to which they Like the Subject Areas Related to the Given Occupations

Subject areas / degree of occupational interest	LVM (F)	%	LAL (F)	%	UD (F)	%	DA L (F)	%	DAGD (F)	%
Mathematics & science										
Mathematics / science	56	27.32	49	24.02	53	25.98	22	10.78	24	11.76
Computer technology	61	29.90	54	26.47	52	25.49	18	8.82	19	9.31
Health care	60	29.41	42	20.59	46	22.55	26	12.75	30	14.71
Marketing / sales	32	15.69	41	20.10	65	31.86	44	21.57	22	10.78
Clerical services										
Word processing/ typing /bookkeeping / office practices	27	13.24	49	24.02	51	25.00	33	16.18	44	21.57
Management	16	7.84	32	15.69	55	26.96	51	25.00	45	22.06
Business law/ management	55	26.96	40	19.61	54	25.96	27	13.24	28	13.73
Educational services										
English / foreign language	39	19.12	61	29.90	47	23.04	30	14.71	27	13.24
Agriculture										
Farming/livestock care	15	7.35	21	10.29	48	23.53	52	25.49	68	33.33
Machine operation										
Electronics or electrical trades	24	11.76	32	15.69	56	27.45	44	21.57	48	23.53
Automotive repair	14	6.86	29	14.22	50	24.51	58	28.43	53	25.98
Building trades										
Plumbing / welding	8	3.92	18	8.82	42	20.59	49	24.02	87	42.65
Carpentry / home building	7	3.43	23	11.06	46	22.55	44	21.57	84	41.18
Customer services										
Haircutting / styling	14	6.86	29	14.22	56	27.45	43	21.08	62	30.39
Cooking / sewing	43	21.08	52	25.49	42	20.59	32	15.69	35	17.16
Fine arts										
Music/art	46	22.35	45	22.06	66	32.55	27	13.24	20	9.80
Creative writing	37	18.14	44	21.57	52	25.49	33	16.18	40	19.61
Speech/drama	28	13.73	34	16.67	60	29.41	39	19.12	43	21.08
Photography	44	21.57	45	22.06	43	21.08	39	19.12	33	16.18
Newspaper writing	34	16.67	37	18.14	41	20.10	32	15.69	60	29.41

For the Educational Services occupational group, most or 38.16 % of the 75 participants who showed a high level of interest in this area claimed that they liked the subject areas related to this occupation very much while most or 34.41% of those with moderate level of interest liked a little the subject areas associated with this occupation. This implies that the participants' level of interest in the Educational Services matches with the extent to which they like the subject areas related to this occupation. Among the 49 participants with a high level of interest in Clerical Services, the bigger percentage or 46.94% maintained that they liked the subject areas related to this occupation a little. On the other hand, most or 34.41% of those with moderate degree of interest

or 50.94% of the participants with moderate level of interest in this area, claimed that they liked a little the subject areas related to customer services. With regard to Legal Services, most or 46.43 % of the 56 participants with a high level of interest in this area liked very much the subjects associated with legal services.In the area of Sales/Marketing, out of the 28 participants who manifested a high level of interest in this area, the higher percentages or 21.43 % and 35.71 % liked very much and liked a little,

Table 3 Cross Tabulation of Student-Respondents' Level of Occupational Interests and the Extent to which they Like the Given SubjectAreas Related to the Given Occupations

degree of interest extent of fondness	like very much		like a little		total # of those with hdoi/mdoi
	f	%	f	%	
health services					
high degree	41	42.27	29	29.90	97
moderate	4	5.56	5	6.94	72
mathematics & science					
high degree	26	34.67	17	22.67	75
moderate	17	18.89	22	24.44	90
educational services					
high degree	29	38.16	19	25.00	76
moderate	10	13.89	22	30.56	72
clerical services					
high degree	19	38.78	23	46.94	49
moderate	16	17.20	32	34.41	93
customer services					
high degree	16	19.51	31	37.80	82
moderate	20	37.74	27	50.94	53
legal services					
high degree	26	46.43	8	14.29	56
moderate	22	25.58	15	17.94	86
sales / marketing					
high degree	6	21.43	10	35.71	28
moderate	5	5.49	3	3.30	91
management					
high degree	24	37.50	12	18.75	64
moderate	21	22.34	18	19.15	94
agriculture					
high degree	6	11.11	10	18.52	54
moderate	7	7.07	9	9.09	99
fine arts					
high degree	35	50.72	10	14.49	
music/art	26	37.68	18	26.09	69
creativewriting newspaper writing	17	24.64	14	20.29	
speech/drama	17	24.64	16	23.19	
photography	30	43.48	17	24.64	
moderate					
music/art	17	20.00	18	21.18	
creative writing	12	14.12	17	20.00	85
newspaper writing	7	8.24	15	17.65	
speech/drama	8	9.41	11	12.94	
photography	15	17.65	20	23.53	
building trades					
high degree	5	17.24	11	37.93	29
moderate	5	6.25	19	23.75	80
machine operation					
high degree	9	42.86	7	33.33	21
moderate	11	16.92	21	32.31	65

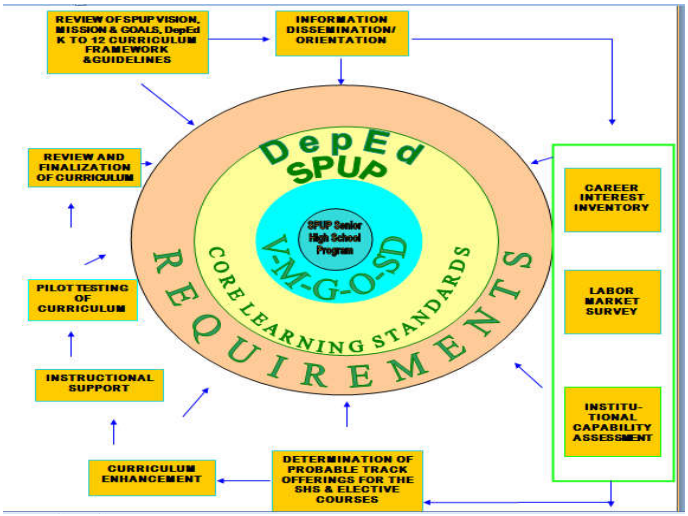
Table 4 Frequency Distribution of Student-Participants' Level of Course Preferences Classified According to Occupational Groups

Occupational group	1st preference		2nd preference		3rd preference	
Customer services	14	6.42	20	9.17	35	16.05
Educational services	4	1.84	11	5.05	20	9.17
Fine arts	10	4.59	17	7.80	18	8.26
Health services	75	34.40	52	23.85	58	26.60
Legal services	14	6.42	16	7.34	19	8.72
Management	32	14.68	18	8.26	10	4.59
Mathematics and science	51	23.39	44	20.18	39	17.89
Sales/business	15	6.88	37	16.97	17	7.80
Social science	2	0.92	0	0.00	0	0.00
Machine operation	1	0.46	3	1.38	2	0.92
Total	218	100.00	218	100.00	218	100.00

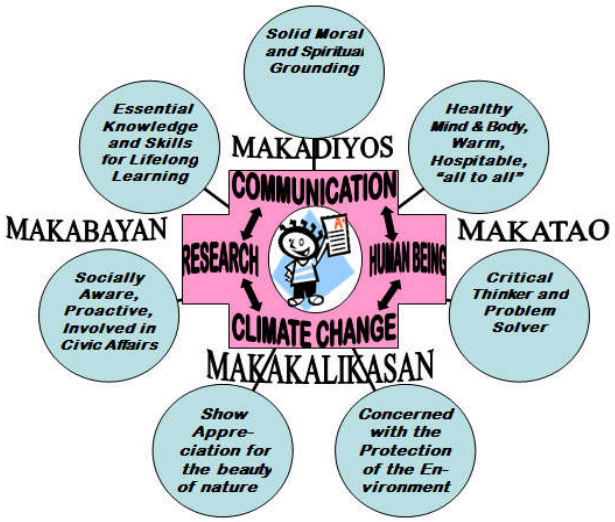
respectively the subject areas related to this occupation. In relation to the Management occupational group, of the 64 participants who expressed a high level of interest in this area, most or 37.50 % claimed that they liked very much the subject areas related to management. The data further imply that participants with high level of interest in the Management occupation liked very much the subjects related to Management. In terms of Agriculture, of the 54 participants with a high level of interest in this occupation, only 11.11 % and 18.52 % said that they liked very much and liked a little, respectively, the subjects pertinent to Agriculture. In the field of Fine Arts, the data indicate that from among the

Proposed spup senior high school curriculum framework

Design process in the formulation of the spup Senior high school curriculum framewok



Vision of the spup k to 12 enhanced Basic education program



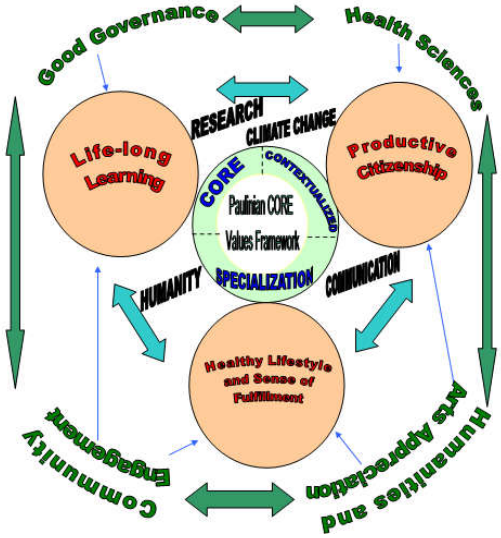


Figure 1 Framework of the spup k to 12 curriculum (with the 5 paulinian core values)

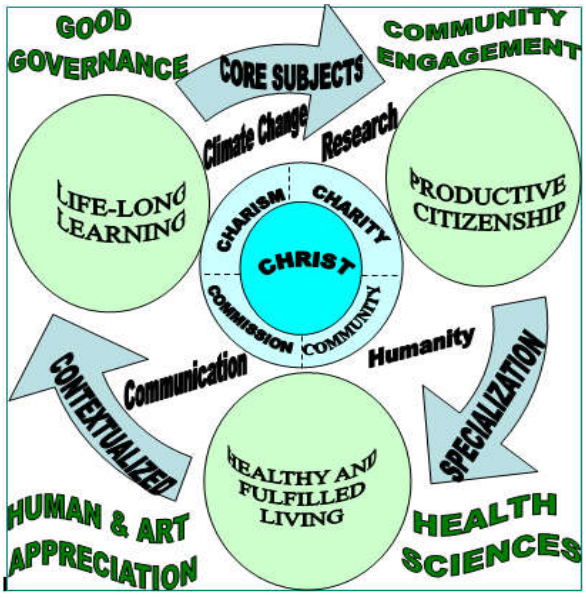


Figure 2

participants who expressed their high level of interest in Fine Arts, most of them liked all the areas related to fine Arts, while those with moderate level of interest showed a little extent of liking for the areas related to Fine Arts.

With respect to Building Trades, of the 29 participants who showed a high degree of interest in this occupation, most or 37.93% claimed that they liked the subject areas related to this occupation a little. For the Machine Operation occupational group, the highest percentage or 42.86 % of the 21 participants who manifested a high level of interest in this occupation claimed that they liked very much the subject areas related to this occupation. The data generally imply that participants with a high level of interest in a given occupation tend to like very much the given subject areas associated with the given occupation, while those with moderate level of interest in the occupation tend to like a little the subject areas related to the occupation.As indicated by the data on the table, Health Services is the most preferred occupation as evidenced by the highest frequency of 34.40 %, followed by Mathematics and Science, 23.39 %, Management, 14.68 %. Health Services, and Mathematics and Science occupy the participants' first and second preferences.Based from the responses of the participants, such occupations as medicine, pharmacy, nursing, physical therapy, dentistry and medical technology appeal most to their interest. For the participants who expressed their desire to go into Mathematics and Science, they would either go into engineering, computer technology, or research. The rest of the participants have chosen to perform such jobs as chef, police officer, pilot, flight attendant, tourist guide and other customer-service-related tasks. A smaller percentage expressed their inclinations for sales/marketing, legal services, management, fine arts, educational services and social sciences.

Findings, Conclusions and Recommendations

Findings

1. Among the given occupations, high level of occupational interest is manifested by participants along Health Services, followed by Mathematics and Science, Social Sciences, Educational Services, and Management. Considering the combined percentages of students with high and moderate levels of occupational interest, the first five highest percentages are in the areas of Health Services, Mathematics and Science, Educational Services, Social Sciences, and Management. The finding further indicates that these occupations appeal more to the respondents' interests.
2. With respect to the participants' extent to which they like the subject areas associated with the given occupations, the subject areas that are liked very much include those that are related to Computer Technology, Health Care, Mathematics and Science, Business/Law/Management, respectively.
3. A matching was evident between the level of occupational interest of the participants and the extent to which they liked the subject areas related to the given occupation in the following occupational groups: Health Services, Mathematics and Science, Educational Services, Legal Services, Customer Services, Management, Fine Arts, and Machine Operation. This is evidenced by the higher percentages of respondents with high level of interest in the given occupations and the great extent to which they liked very much the subject areas related to the given occupations. Matching was also evident in such occupations as Agriculture, Clerical Services and Building Trades, although less evident in the area of Sales/Marketing.
4. The participants' first and second course preferences in terms of the occupational groups are along Health Services and Mathematics and Science.
5. Based from the respondents' occupational interests, the SPUP Senior High School Curriculum Framework will take on the academic track.

CONCLUSION

Based from the findings of the study, the career path of the first batch of Grade 7 students of St. Paul University Philippines who will be the pioneer batch of graduates of the Senior High School Program, tends to be directed towards the academic track, particularly along Health Care; Science, Technology and Mathematics; Business and Management; Education and Social Sciences. Therefore, the Senior High School Program of SPUP will take on the academic track to include the three strands – Science, Technology, Engineering and Mathematics (STEM); Accountancy, Business and Management (ABM); and Humanities and Social Sciences (HUMSS).

Recommendations

1. The Proposed Curriculum Framework should be further reviewed by the Curriculum Committee after its initial implementation as basis for enriching the curriculum content.
2. Further studies may be conducted as regards the career choices of these student- participants when they go to college to validate the findings of this study.

Aligned with the vision of the DepEd K to 12 Basic Education Curriculum and the SPUP Learning Framework, the K to 12 Basic Education Program of the University envisions the integral Christian formation of the students.

At the core of the Program is the learner who is the center of the entire curriculum system. Anchored on the 21st century learning skills, the SPUP K to 12 Enhanced BEC Curriculum is generally designed based on the four core concepts/statements adopted by the University for its General Learning Framework – HUMAN BEING,

Communication research and climate change.

Human Being (Man)

- a biological – psycho-socio-cultural- spiritual being
- a dynamic, complex, and integral being
- a person who learns from various groups for which he belongs
- is created in the image and likeness of God

Communication

- The human being expresses himself dynamically in various modes
- Communication is a means of building dynamic relationships through interactional and transactional activities

Research

- The human being dynamically searches for new knowledge
- The human being uncovers solutions to problems thru critical, creative and innovative ways
- The human being innovatively applies research-based information for the common good.

Climate Change

- Climate change demands for global sustainable development
- Nature Creates, Destroy
- Ours is a Finite World: Act Now

The different learning areas in the curriculum are then clustered according to these core concepts.

These core concepts interplay to produce graduates who are MakaDiyos, Makatao, Makabayan and Makakalikasan. More specifically, the K to 12 program is committed to develop learners who:

- have a solid moral and spiritual grounding and who continue to strive for truth and justice, peace and unity and the higher gifts of the Spirit
- have essential knowledge and skills for lifelong learning
- have a healthy mind and body, are warm, hospitable and "all to all" , especially to the underprivileged
- are critical thinkers and problem solvers
- strive to grow and improve and always seeking for the better and finer things, and the Final Good
- are responsible family members and citizens, concerned with building communities, are socially aware, proactive and involved in civic affairs
- are concerned with the protection of the environment
- work actively "to save" this world, to make it a better place to live in.
- show appreciation for the beauty of nature

Spup K To 12 Curriculum Framework

The core of the Curriculum is embedded in the Paulinian Core Values (the 5 Cs) namely: Charism, Charity, Commission, Community and with CHRIST as the CENTER of Paulinian life.

The Paulinian follows and imitates CHRIST, doing everything in reverence to the Father.

Charism: The Paulinian develops his/her GIFTS/TALENTS to be used in the service of the community. He/She strives to continually grow and improve, always seeking the better and finer things and the Final GOOD.

Commission: The Paulinian has a mission – a LIFE PURPOSE to spread the Good News; like Christ, he/she actively works "to save" this world, to make it a better place to live in.

Community; The Paulinian is a RESPONSIBLE FAMILY MEMBER and CITIZEN, concerned with building communities, promotion of justice and peace, and the protection of the environment.

Charity: motivated by the LOVE OF CHRIST, the Paulinian is warm, loving, hospitable and "all to all", especially to the underprivileged.

These core Paulinian Values (5 Cs) are in consonance with the 5 Cs of the Teacher in the K to 12 Program as embodied in the DepED K to 12 Basic Education Curriculum Framework namely, CHARACTER, competence, creativity, commitment and compassion where:

Christ ---------- character
charism ---------- competence and creativity
commission ---------- commitment
community and charity -------- compassion

Thus, Paulinian Education is committed to the formation of self-directed filipino men and women who find fulfillment in intelligent fellowship and responsible leadership in meeting their responsibilities to God, country and fellowmen. It provides for authentic scholarship, systematic and disciplined effort to teach and learn so that the gifts or "charisms" of the Paulinian may be fully developed to make him/her a competent servant leader of the church and community/country.

The core of the K to 12 Curriculum is therefore rooted on the values permeating the core learning areas across the disciplines that will be taught namely, Mathematics, Science, Languages, Humanities, Social Sciences and the elective subjects. These learning areas are clustered according to the four core concepts – HUMAN BEING, COMMUNICATION, RESEARCH AND CLIMATE CHANGE that form the integral part of the Curriculum. The learning areas articulate cyclically as shown by the arrows and that the Curriculum will be organized to cut across the competencies. As a response to the challenges of 21st century education, emphasis will be placed on such components as Good Governance, Health Sciences, Humanities and Art Appreciation, and Community Engagement. These components will be integrated in the different learning areas where appropriate in order to promote Lifelong Learning, Productive Citizenship, Healthy Lifestyle and Sense of Fulfillment among the Paulinian K to 12 graduates.

Spup Senior High School Curriculum Track

The results of the career interest inventory administered to the first batch of grade 7 students of the SPUP High School Department showed that the career preferences of these students included in the survey are geared towards the health related professions, business and accountancy, science, engineering and mathematics, information technology, education and social sciences.

On the basis of these survey results, the SPUP Senior High School Program offering will take on the Academic Track with the three strands, namely: Science, Technology, Engineering and Mathematics (STEM), Accountancy, Business and Management (ABM), Humanities and Social Sciences (HUMSS). The specialization subjects will prepare them for the degree programs that they will take in college. The deepening of the Paulinian core values will be realized through the two Institutional electives namely, Paulinian Spirituality, Advocacy and Mission (PSAM); and Stewardship, Service and Spirituality (SSS) which are offered in Grades 11 and 12.The Program will allow students to

choose a specialization from among the academic track offerings depending on their own interests and abilities and the results of their career interest inventory/skills assessment.

As a response to the requirements and challenges of 21st century education and to foster skills development/enhancement and values formation, emphasis will be placed on such components as Good Governance, Health Sciences, Humanities and Art Appreciation, and Community Engagement. These components, referred to as the areas of interaction will be integrated in the different learning areas where appropriate in order to promote Lifelong Learning, Productive Citizenship, Healthy Lifestyle and Sense of Fulfillment among the Paulinian K to 12 graduates. Thus, the SPUP Senior High School Program provides for mastery of core competencies for lifelong learning, productive citizenship, healthy lifestyle and sense of fulfillment.

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