

**The Relationship of Academic Achievement, Aptitude and Course
Preference of High School Students**

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APPROVAL SHEET

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---oOo---

ABSTRACT

Through the educational institution, an individual is molded and influenced to be an effective and useful citizen in the country. Education, therefore, is not only concerned with individual development but also with the national growth and development. But through the advent of modernization and industrialization, the educational institution is inevitably shaped by globalization.

The effects of globalization are being manifested by the institution's content and orientation. Globalization is evident on (1) the role of technology that affects the teaching methods, equipment and teaching aids, (2) the curriculum content, focus on research programs and institutional operations and lastly, (3) the privatization and commercialization of education.

Despite these changes, the government is continually developing programs that cater to the interest of the youth. This globalization phenomenon is supposed to offer people varied opportunities to alleviate their situation and the country's dwindling economy. But instead, the perennial problem of unemployment, drop-out rates and out-of-school youth are still prevalent that make the situation quite alarming.

It is, therefore, in this light, that the researcher focused her study. She believes that career decision making is a crucial stage for every individual. The courses or career, a person takes will definitely affect his/her future. Thus, this study aims to identify the factors and motives that affect the students in making their course preference. Specifically, this study wants to know the relationship between academic achievement and course choice of the students. Likewise, it also aims to identify if there is a relationship between aptitude and course preference of these students.

Thus, this study has been guided by a conceptual framework that independent variables namely: academic achievement and aptitude, are related to the dependent variable which is the course preference of the students. Moreover, aside from these, factors and motives that, likewise, affect their course preference were also be identified.

Based on related literature gathered, choosing an occupation requires a thoughtful study on different career options. Therefore, it is important to explore all the possibilities and assess carefully the person's own interests and abilities. Theories of vocational development are made to better understand how individual make career choices and to guide them in the process. Furthermore, it was also evident that parental influence is the most significant factor that a student considers when making a career decision.

The subjects of this study are 265 senior high school students of Bauan Technical High School in Bauan, Batangas City. Fourth year high school students were chosen because the researcher believes that they are the ones who will possibly pursue higher education after graduation and will later engage in career decision-making.

Using a survey questionnaire, the researcher was able to identify the respondents' course choice and the factors and motives behind the choices they have made. Furthermore, Grade Point Averages (GPA) and General Mental Ability Test (GMAT) results were also gathered.

To identify the relationship of the academic achievement, aptitude and course preference of the respondents, chi-square test for independence was utilized. Academic matters, future plans, and activities, they participate in were identified in this study. Factors and motives behind the students' career preferences were also identified.

Based on the results, it was found out that majority of the respondents find their schoolwork as just right for them. They find their academic load as neither too easy nor too hard for them. On their preference of the subjects they currently taking, it was found out that those subjects that require mathematical computation and analysis do not appeal to them. They find Mathematics and Physics as difficult because these require analytical thinking

especially in problem-solving. On the other hand, they like Values Education subject along with English subject. This is because these subjects are easy to understand and their practicality and relevance contribute to why these were preferred by the students.

Students also joined some school activities. Majority of the respondents join an activity which requires compliance like Military Training. Thus, lack of volunteerism is evident among the respondents. On the other hand, leisure activities that appeal to them are those that revolve around entertainment and socialization. Thus, it is evident in their responses that being with friends, watching television and listening to the radio are their most favorite past times.

Based on their responses, majority of the respondents have plans to go to college immediately after graduation, though some of them plan to work while studying. Unfortunately, some of them are being limited by their financial instability that results to limited choices on their careers. Some of them will already work instead of pursuing higher education.

Using the Chi-square of Independence, the null hypothesis that there is no relationship between academic achievement and course preference of the students is accepted. This is because at .05 level of significance, $x_{obt} = 4.2683$ compared to $x^2 = 12.59$, is within the region of acceptance. The null hypothesis that there is no relationship between aptitude and course choice of

the respondents is also accepted. The $x_{\text{obt}} = 8.1$ compare to $x^2 = 12.59$ is within the region of acceptance at .05 level of significance.

With regards to the factors and motives behind their career choices, it was found out that aside from personal interest of the subjects, his/her immediate environment (family and peers) mainly influences their decision. On the other hand, motives such as greater chance for advancement, bigger income and availability of jobs influence the student's career decision.

Based on the results, it is evident that school counselors are not that influential on one's decision of a career. It is, therefore, recommended that they improve their programs on career decision-making for the students if there is any and encourage the students to seek their help when making their choices. This is because assessment of the student's interests and abilities to match with their chosen career is important to avoid dissatisfaction and failure in later life.

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CHAPTER 1

THE PROBLEM

Introduction

The educational institution can be said as one of the most important institutions in a nation. It is through this institution that an individual is molded and influenced to be an effective and useful citizen in the country. Thus, it can be said that education is not only concerned with individual development but also with the national growth and development. With globalization, education plays an essential role in facing the challenges of industrialization.

Globalization can be defined not only as an essential economic development characterized by greater global economic integration that has been afforded by technological revolution. It also means that expansion in business operations through transnational corporations (TNCs) plays a crucial role in having bigger projects and controlling the bulk of global trade and investment. But these changes do not merely rely on economic changes, globalization challenges education through its content and orientation.

The key elements of globalization which directly play a crucial role in education are (1) the role of technology which has a far-reaching impact on the curriculum, content, teaching methods, equipment and teaching aids; (2) the role of business and TNCs, pervasive in globalization and which now has an increasing influence on the curriculum, research programs, institutional operations, and (3) the neo-liberal paradigm which has resulted in the reduction of social services and social protection, and in the privatization of state colleges, marginalization of more and more pupils and students.

Educational institutions in developing countries and especially in the third world countries like the Philippines experience budgetary crisis and become victims of the global debt. As a result, public education suffers as it is being subjected to budget cuts and privatization which includes commercialization of education. Budget cuts result to low teacher pay, lack of facilities and insufficient textbooks and instructional materials. Privatization on the other hand, entails an outright transfer of whole educational institutions to private hands while some public institutions resort to commercialized tuition fees and miscellaneous fees, commercial development of school assets or outright sale of these assets to support the dwindling situation they are facing right now (Tujan, 1998).

Despite these changes in the educational institution, the government came up with programs and policies that can cope with globalization. In fact, The Commission on Higher Education ensures the attainment of empowered and globally competitive Filipinos through: (1) Quality and Excellence - provision of undergraduate and graduate education competitive with international standards of quality and excellence, (2) Relevance and Responsiveness - generation and diffusion of knowledge in the broader range of disciplines relevant and responsive to the dynamically changing domestic and international environment, (3) Access and Equity - broaden the access of deserving and qualified Filipinos to higher education opportunities and (4) Efficiency and Effectiveness - optimization of social, institutional and individual returns and benefits derived from the utilization of higher education resources (<http://www.info.com.ph/~chedco/>). In line with this, Secretary Raul Roco of the Department of Education Culture and Sports said that, “the DECS has two goals: (1) to raise the academic standards of basic education and (2) enhance administrative efficiency in the delivery of educational services” (<http://www.deped.gov.ph/index.htm>).

The Philippine educational system is geared toward the perpetuation of globalization. In the Master Plan for Basic Education (MPBE) of 1996-2005, it

is stated that by the year 2005, basic education shall provide the knowledge and skills necessary to compete in economy. Furthermore, all preparations are being done in educational institutions to ensure that students participate in the globalize economic arena. It is also stated in MPBE that teachers in Science, Mathematics and English shall have undergone specialized training by the year 2000, and that all secondary school teachers shall have undergone computer education and training by the year 2000 (Arao, 1998).

It is not surprising therefore, that Natural Sciences, Computer Technology and English are given priority. Natural Sciences and Computer Technology subject areas are necessary for increased research and development capability and literacy in information technology, which are required in a globalized society while the English subject seeks to foster better communication with other countries. Furthermore, there is an increasing demand for business and technical courses as the market ensures these fields for better employment (Arao, 1998).

This globalization agenda was supposed to give the people varied opportunities to support their needs. But unfortunately, instead of alleviating the countries dwindling economy, the increasing number of unemployed, drop-

out rates and out-of-school youth is very contrary to the goal of this globalization.

It is in this light that the researcher wants to focus her study. This study wants to know how the students choose their careers and what are the factors to consider in making a career decision.

Statement of the Problem

This research is particularly interested in the adolescents' course preference. In this light, the researcher posited the following questions discussed in this study. Likewise, these same questions serve as guide for the entire research.

1. Is there a significant relationship between the academic achievement of high school students and their course preferences?
2. Is there a significant relationship between the aptitude of the students and their choice of course?
3. What are the factors that affect the career decision of the students?
4. What are the motives that influence the student's career decision?

Statement of Hypotheses

The purpose of this study is to test the educated guesses made regarding the relationship of academic achievement, aptitude and course preference of high school students. The hypotheses are as follows:

H_0 : There is no significant relationship that can be establish between the academic achievement and course preference of high school students.

H_1 : There is a significant relationship that can be establish between the academic achievement and course preference of high school students.

H_0 : There is no significant relationship that exists between aptitude and course preference of high school students.

H_1 : There is a significant relationship that exists between aptitude and course preference of high school students.

Objectives of the Study

The statement of objectives serves as a guide or framework for the entire research. The researcher at the end of the study must resolve these objectives.

The **general objective** is to determine the possible relationship of academic achievement, aptitude and course preference of the students.

The **specific objectives** are to identify the factors that affect the course preferences of students and to identify the possible motives that affect the students' career decisions.

Assumptions of the Study

This study assumes that first, the choices of the subjects are appropriate since they are the persons who will enroll in college after graduation. Second, that the teacher's grades are relatively objective, fair and reliable. And third, that the responses of the students are honest and objective.

Delimitations of the Study

The subjects of this study were limited to fourth year students of Bauan Technical High School who took General Mental Ability Test (GMAT). It is because GMAT is used to determine the aptitude of the students which is one of the independent variable of the study. Thus, the sample is said to be not a representative of the whole high school students. Their fourth year grades were not included and were limited to their averages on their first three years.

Significance of the Study

The selection of a course is a matter of vital importance in the adolescents' lives. It is because the decisions they make will greatly affect their future lives. It is therefore important for the students to know and thoroughly analyze what they want for their studies. Thus, this study aims to be of help not only to students but also the parents and society in general.

For the students, this research will provide a clearer insight in career decision-making. It is also helpful for them to avoid dissatisfaction on their chosen fields when they go to college and later when they engage to work. Finally, they will find this study useful in assessing their potentials on the line of work they want to engage in later in life.

For parents and Filipino families, who primarily influence family members on what to pursue in life, they will also benefit from this study by providing them information that will help them to better understand their children on the course they take. For them to better contribute on the wellness of their children and to support them in academic needs during college.

This also helps the vocational guidance counselor in assessing problems, dissatisfaction and crisis in one's occupation and in identifying what career a person would be pursuing in life. It may serves as a guide in

developing a program that deals with career decision-making of high school students.

For the teacher, so they can better help the students develop skills based on their interests and to better understand the individual differences and preferences of the students they may handle.

For Commission on Higher Education, that they may develop a program that may help the person identify the student's career based on their interests and capabilities.

The nation together with its people will somehow benefit from this by decreasing the worsening condition of unemployment in the country if the students will be able to make the “right choice”.

Conceptual Framework

Career decision making is one of the major tasks the adolescence undergo during this stage. It is therefore crucial for them to identify their interests and capabilities to better understand what occupation they will take after studying. The identification of factors to be considered in making career choices will help the person to avoid the experience of dissatisfaction on their work.

Choosing an occupation is a long-term undertaking and therefore requires thoughtful study of one's own qualifications. The person's interest, abilities, investigation of typical occupational groups, and some acquaintance with the work that interests a person should be taken into consideration. John Holland (1973) in his book *Theory of Career Decision* states that "choice of an occupation is an expressive act that reflects a person's motivation, knowledge, personality and ability. Occupations represent a way of life, an environment rather than a set of isolated work, functions or skills".

This study has been guided by the conceptual framework that the independent variables namely academic achievement and aptitude of student would affect their course preference when they enter college, which is the dependent variable. It was believed that these two variables are taken into consideration when making a career decision.

It likewise conducted analyses to determine what other factors contribute to their course choice aside from the independent variables. Parental influence, peers, socio-economic status, gender, teachers and media also instigate the career decision of the students.

Finally, there are certain motives that also affect the student's decision in their course choice. Some of these motives are the bigger income they get

later, greater chance for advancement, serves as stepping stone for their ultimate goals in life, working condition and the prestige they will get on that vocation.

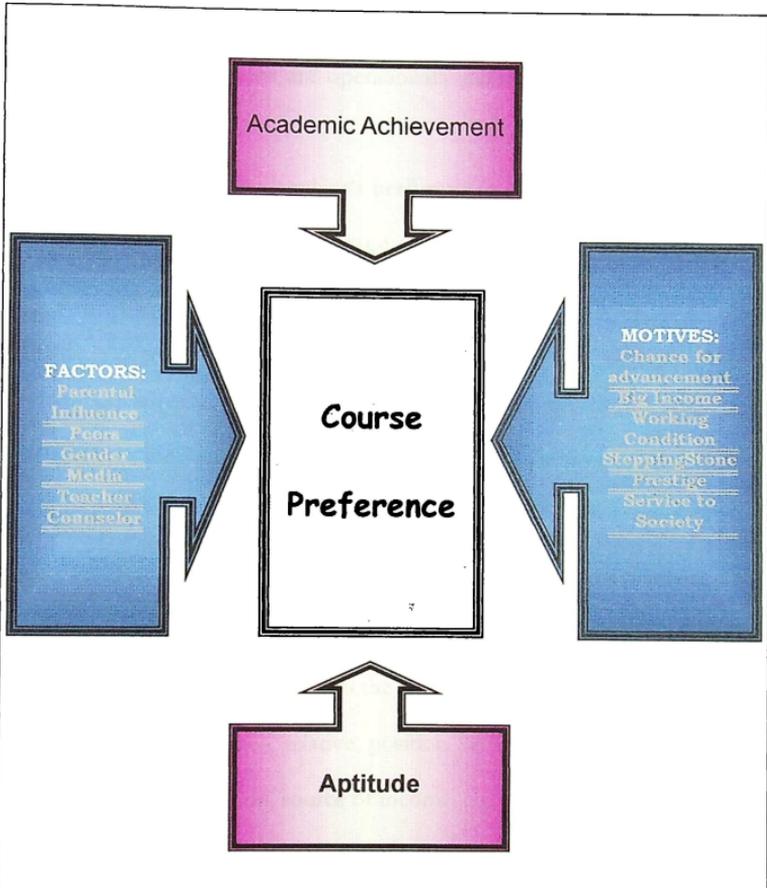


Figure 1. Conceptual Framework of the Relationship of Academic Achievement, Aptitude and Course Preferences

Operational Definition of Terms

The following terms are operationally defined to help the readers in understanding the study.

Academic Achievement – student’s performance in school subjects. In this study, the **Grade Point Average (GPA)** became the basis of academic achievement.

Aptitude – a person’s ability or combination of innate or acquired abilities gained from his educational experiences. In this study, aptitude is measured by the **General Mental Ability Test (GMAT)** taken by the student.

Career Preference – refers to the job or profession a student wants as a life work

Educational Attainment – refers to the highest grade or degree attained

Socio-Economic Status – relative position or rank in the society of an individual, occupation, source of income, etc.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of researches about Career Decision Making, specifically the factors and motives that affect the course choice of an individual. It tries to relate the previous researches to the present for further understanding of the current study.

Preparation for a Career

The early adolescent ages 10-14 in middle school are undergoing physical growth and experiencing many emotions. They are moving from concrete to abstract thinking as they progress in their studies. They are developing lasting attitudes about learning, work, and other adult values. Finally, they are learning to take responsibility for their education (Schwartz, 1996).

In modern industrial society, an adolescent is typically viewed as a period between childhood and adulthood and is related to the preparation for the future. Schooling for example is typically viewed as anticlimax socialization for adult occupational roles. In non-industrial societies, vocational training takes place within the family. But with a complex society composed of tens of

thousands of occupations, the educational system assumes the task of vocational preparation.

Havighurst sees preparation for a career as a primary developmental task of adolescents. It is an essential part of an adolescent's personal identity to have a vocational choice later in life. This vocation will depend on both the whole process of adolescents' life (his/her development through the years) and his/her experience working in the outside world (Ingersoll, 1982).

Choosing an occupation is not a simple process but a long-term undertaking that requires a thoughtful study of one's own qualifications. The individuals' interest, abilities, investigation of typical occupational groups, and some acquaintance with the work that interests a person should be taken into consideration. According to Holland in his "Theory of Career Decision", choice of an occupation is an expressive act that reflects a person's motivation, knowledge, personality and ability. Occupations represent a way of life, an environment rather than a set of isolated work, functions or skills.

Youth who are more likely to think about their future careers, and believe that they have a variety of career options, have high self-esteem and are able to understand and evaluate complex career information. They usually have families that help them learn about career choices and support their effort, in

school and outside, to prepare for the career.

But some adolescents have difficulty seeing a connection between what they learn in school and their future careers. Students who are not able to meet with a guidance counselor may not know what they need to do, and which courses they should take, in order to make their plans for the future enrollment. Unfortunately, poor students are least likely to think about how their middle and high school course choices can limit their career plans later. They may also have less family support because of the stresses created by poverty (Schwartz, 1996).

Reasons for uncertainty may include premature choice, lack of vocational adjustment, lack of self understanding of the world of work, fear of failure, worries about pleasing friends or members of the family, insecurity about one's aptitude and a lot of other factors. Students who have made no vocational choice usually present themselves as undecided (without options) or as having no idea about future careers. The factors of no choice are similar to those uncertain choices. Students who have made no choice may also have dominant interests in things other than careers, interests that divert them from choosing (Brown, 1990).

Factors in Vocational Decision-Making

A vocational decision is often a compromise. Person's selection of a career is not solely based on his own interest. There are many factors to consider in determining one's career decision-making. Self-concept, motivation, achievement, occupational attitude, abilities, interests, values, socio-economic level, parental influence, ethnic identity, gender and physical, emotional, mental and social handicaps are among those factors a person will weigh into.

Self Concept

How we view ourselves is critical in making decisions in life. How we see ourselves maybe different or the same of how others perceived us. But this perception of oneself is really important in career decision-making. One choice of course must be congruent to what we perceived what we will be in the future. Having a positive self-concept is necessary both to succeed in school and to make good choices about school and work.

Achievement and Motivation

A book, entitled "Psychosocial Development During Adolescence" (Adams, Montemayor and Gullota, 1996), tackled about academic achievement as one domain of adolescents' achievement. They say that achievement in

academic domain is a function of the standard used for the assessment of performance. Grades, for example, are a relatively public measure of academic performance used by parents and others to assess the quality of the adolescent's performance. But there are enormous differences in the standards used by different schools and different teachers. It is because schools used relative standards for grading depending upon their economic status or location in a given country.

Aside from grades the adolescent gets in their respective school, there are other kinds of achievement but is not easily measured. A student who has considerable intrinsic interest in a particular subject may get joy from the mastery of the specific topics. That same student, nevertheless, may not be viewed by teachers as achieving in a course because evaluation typically assesses the performance of a more routine and objective assignments.

The level of achievement differs dramatically depending on the context as well as on the aspirations of the students and their families. One reason why people achieve is what we called motivation. Motivation is why individuals behave, think and feel the way they do, with special consideration of the activation and direction of their behavior. Achievement motivation simply defined as the desire to accomplish something, to reach a standard of

excellence, and to exert effort to excel. Researchers found that individuals whose stories reflected high achievement motivation had a stronger hope for success than fear of failure, were moderate than low or high risk-takers, and persisted with effort when tasks became difficult. Some studies also indicated that parents also influence achievement of the adolescents. Parson in 1994 said that a combination of parenting style (demandingness and responsiveness) and involvement was related to positive adolescent achievement outcomes (Santrock, 1996).

But academic achievement is not simply a result of individual ability combined with motivation. Many other factors, in particular institutional forms and processes, play an important role in determining achievement. Santrock (1996) for example sees adolescent's achievement not merely on the person's intellectual ability. According to him, "some students even though do not possess high intellectual ability show much more adaptive motivational pattern and are persistent on the tasks at hand and in problem solving". They can sometimes become high achievers. In contrast, some of the brightest students show maladaptive behavior and not able to solve problem. Despite of their high intellect, they became low achievers.

Setting goals is at the core of the process of deciding on a vocation. If

you have goals but do not have energy to pursue it, then your goals will not materialize. You need to achieve that goal serves as your drive to translate your goal into action plans by which career serves as an outlet.

According to research evidence studied by Herr and Cramer (1988), the reasons for choosing to go to college are many and varied. Yet the studies suggest that student motivations can be summarized under the following categories:

The self-fulfillers – the primary concern is searching for personal identity and using college experience as a means of self-fulfillment. Your expectation is that school will provide a supportive environment for self-expansion through academic pursuits.

The careerists - view oneself as attending college mainly for vocational reasons. Schools is a means to an end rather an end itself. Although you may have other motivations, they are secondary to your major goal of adequately preparing yourself for a selected occupation.

The avoiders – the decision to go to college is sometimes more of an avoidance maneuver than a conscious striving for a career goal or for self-development. You maybe in the college largely as a result of pressure from parents and peers. You may also not be quite certain what you want to do with

your life. And may hope that you can clarify your thoughts. Some attend college as delaying tactics. Others are interested primarily in the social life (Corey, 1990).

Occupational Attitude

Research indicated that the higher the educational requirements are for an occupation, the higher is the status or prestige. We therefore, develop our attitudes towards career and occupation through people working in the environment. As students advanced in higher grades, their preferences narrow steadily.

Abilities

Ability or aptitude is one factor deemed significant in the career decision process. Ability refers to your competence in activity while aptitude, is your ability to learn. There are both general and specific abilities. Scholastic aptitude, often called general intelligence or IQ, is a general ability typically considered to consist of both verbal and numerical aptitudes. Scholastic aptitude is particularly significant, because it largely determines who will be able to obtain the levels of education required for entrance into the higher status occupations.

Interests

An interest reflects one's experiences or ideas pertaining to work-related activities that you like or dislike. It is important to first determine the person's areas of vocational interest, then to identify occupations for which these interests are appropriate. Interest measurement has become popular and is used extensively in career planning. Occupational Interest surveys can be used to compare interests with persons who have found job satisfaction in a given area (Corey, 1993).

Family

Family system influences career selection. Families develop certain rules and boundaries that influence the roles of all family members, including their career roles. Their choice of career always reflected on family rules. Family systems also seek to maintain status quo – keeping things the way they have always been. Sometimes in the adolescent's career decision making, they were afraid that their career choices would disappoint their parents. During this time of the individual's life, it is suggested that parents should take into consideration the personal interest of the individual. Family rules and boundaries need to become more flexible, allowing them to explore and form their own vocational identities (Dacey, 1994).

Family influence is an important force in preparing youth for their roles as workers. Young people form many of their attitudes about work and careers as a result of interactions with the family. Family background provides the basis from which their career planning and decision making evolve. However, within each family, the level of involvement can vary offering both positive and negative influences.

Family background factors to be associated with career development include: SES, educational level attained, and biogenetic factors such as size, gender ability and temperament. In a study of the influences on adolescents vocational development reported by Mortimer, the variable that had the most effect on education, plans and occupational aspirations was parental education. (Lankard, 1995)

Gender

Although career opportunities have increased dramatically for women over the past 20 years, women continue to be underrepresented in certain school subjects, college majors, training programs and occupations. Women are less frequently found in higher level technical and managerial occupation and are more often found in less well-paid clerical, social service, and educational positions.

Sundel-Hansen believes that women are less likely to be successful in the career world because of the gender-role system; the attitudes and belief concerning the ways in which the abilities and personality of women are different from men. There had been the traditional deviation of “women’s work” and “men’s work”. “Women’s work” has historically been of lower status and lower pay. Male identity and self-esteem often depend upon career success. Men who do not advance in their careers or are unemployed often have difficulty feeling good about themselves (Dacey, 1994).

A study by Post-Kramer on 1987 shows that eleventh grade girls’ work values tended to run contrary to gender stereotypes in some instances. Girls valued achievement and variety to a higher extent and security to a lesser extent than did boys. Boys valued management, economic returns and independence more highly, which are in accordance with the traditional gender stereotypes (Isaacson, et al., 1997).

Theories of Vocational Development

Holland's Personality Type Theory

John Holland (1973) in his book, “Making Vocational Choices: A Theory of Careers” says that we can characterize people by their resemblance to each of six personality types: investigative, realistic, artistic, social, enterprising, conventional. The more closely a person resembles a particular type, the more likely he is to exhibit the personal traits and behavior associated with that type. He also states that environments in which people live can be characterized by their resemblance to six model environments: realistic, investigative, artistic, social, enterprising and conventional. Finally, the pairing of persons and environments lead to outcomes that we can predict and understand from our knowledge of the personality types and the environmental models.

John Holland's (1973) theories that an effort should be made to match an individual career choice with his/her personality are as follows:

Holland's Personality Types

Personality Types	Characteristics
REALISTIC	Physical, masculine, practical
INTELLECTUAL	Concept and theory-oriented
SOCIAL	Feminine, verbal, interpersonal relationships
CONVENTIONAL	Structured, subordinates
ENTERPRISING	Leaders
EXTRINSIC	Artistic expressions, not conventional

(Santrock, 1996)

Super's Self-concept theory

Donald Super's theory of vocational development is considered the most comprehensive of all developmental theories. The following are the two major tenets of his theory: 1) Career development is a lifelong process occurring through defined developmental periods, 2) The self concept is being shaped as each phase of life exerts its influence on human behavior (Zunker, 1990)

Donald Super's theory says that individual self-concept plays a central role in the persons' career choice. He describes five career stages, which he originally associated with different developmental periods. In more, recent revisions of this theory (Super and Thompson, 1981), suggests that we recycle through each of these stages several times of our lives (Dacey, 1994). The

following stages are as follows: (1) 14-18 year-old (crystallization) – ideas about work is mesh with existing global concept, (2) 18-22 year-old (specification) – narrow choices and initial behavior enter that enables them to enter some type of career, (3) 22-24 year-old (implementation) – enter the world of work, (4) 25-35 year-old (stabilization) – decision on specific, appropriate career, and (5) 35-up year-old (consolidation) – look for advancement, increase in position (Santrock, 1996).

David Tiedeman : A Developmental Approach

The key concept of his approach to career development is self-improvement in the broadest sense. According to him, career development unfolds within the general process of cognitive development as one resolve ego-relevant crises. He believed the evolving ego identity is of central importance in the career development process. Within this context, the path of career development parallels to the stages of development of Erik Erikson's psychosocial crises.

He viewed decision making as the continuous process in which individual will change their course of career action, generally by living a particular setting or environment. The departure from a particular setting

maybe caused by external (economic crisis, the work setting itself) or the inner psychological drives (unmet needs, changing aspirations, role diffusion). A new decision unfolds and must be made according to the prescribed sequence (Zunker, 1990).

Ginzberg Development Theory

Ginzberg and his associates (1951) are generally considered to be the first to approach a theory of occupational choice from a developmental standpoint. Composed of economist, psychiatrist, sociologist, and a psychologist, they studied males from middle-upper class urban, Protestant or Catholic families of Anglo Saxon Origin, whose educational level ranged from sixth grade to graduate school. They concluded that occupational choice is indeed a developmental process, which generally covers a period of six to ten years beginning around age 11 and ending shortly after age 17 or into young adulthood (Zunker, 1990).

There are three distinct periods or stages in the occupation-choice process namely: fantasy, tentative and realistic. During the fantasy period, play gradually becomes work oriented and reflects initial preferences for certain kinds of activities. The tentative period is divided into four stages: interest

stage – the individual makes more definite decisions concerning likes and dislikes while the capacity stage of becoming aware of one's ability as related to vocational aspirations. The value stage is a time when clearer perceptions of occupational styles emerge. During the final transition stage, the individual becomes aware of the decision for vocational choice.

The realistic period is divided into 3 stages. The first stage is the exploration stage – the individual narrows the career choice to 2-3 possibilities but is generally in stage of ambivalence and indecisiveness. The crystallization stage is when the commitment to a specific career field is made. The specific stage is when the individual selects a job or professional training for a specific career (Zunker, 1990). To sum it up, we can say that as a person progresses, his outlook in career choice deepens. From merely a fantasy during the pre-adolescents period, it became more realistic and specific choices.

He also says that choosing a vocation is being influenced by four factors: (1) reality, (2) education, (3) emotional characteristics and (4) personal values. The first factor concerns the economic, social and environmental pressures that will limit the options. The second factor refers to the preparation for adult career choice. The higher the educational attainment, the wider the options for the choice of career. The third and fourth factors concerns on their impact on

the range of choices that comfortable with the individual (Ingersoll, 1982).

Ann Roe: A Needs Approach

Roe (1956) emphasized that early childhood experiences play an important role in finding satisfaction in one's chosen field. Her research led her to investigate how parental styles affect need hierarchy and the relationships of these needs to later adult lifestyles. She drew heavily from Maslow's hierarchy of needs in the development of her theory. The need structure of individual according to her would be greatly influenced by early childhood and frustrations. She hypothesized that individual who enjoy working with people were reared by warm and accepting parents and those who avoid contact with others were reared by cold or rejecting parents.

Trait and Factor Theory

Parson in 1909 maintained that vocational guidance is accomplished first by studying the individual. Second, by surveying occupations and finally by matching the individual with the occupation. It became the foundation of vocational counseling programs such as those of the Veterans administration, the YMCA, the Jewish Vocational services, colleges and universities. It has

been the most durable of all the theories of career guidance.

The trait and factor theory simply means matching the individual's traits with the requirements of a specific occupation, subsequently solving the career search problem. According to Super, trait and factor theory may be more appropriately called differential psychology (Dacey, 1994).

Local Literature

Studies about career preferences continue to capture the interests of researchers. Usually, they are interested on the factors that influence the person's career decision.

Balingit (1982) done a study on variables related to career preferences. Using the Brainard Occupational Preference Inventory (BOPI), structured questionnaires, student's academic achievement and cumulative records, she found out that students do not always consider mental ability when choosing a career. On the other hand, Cervantes (1973) have opposite result. Using UP high school senior students as her subjects, he found out that IQ has significant relationship with career preferences. It means that higher mental ability have different career choice compare to lower mental ability.

Parental influence can be said as one of the most influential factor in making a career decision. Some of these are the parent's occupation, socioeconomic status, and educational attainment of parents. In the study about Vocational Preference of the Public and Private High School Senior Students in the City of Manila, almost one-half of the respondents claimed that the parent's preference of the course is their primary influence when making a decision (Campos 1949). The father's occupation show significant

relationship with career preference but the mother's occupation became futile in making the decision (Cervantes, 1973). On the other hand though financial stability is crucial in continuing studies, it was found out that socio-economic status do not influence their decision (Balingit, 1982; Cervantes, 1973).

Aside from these, Campos (1949) also identified factors such as favorite subject, personal interest, relatives and friends as influential in making career decision. Balingit's study also shows the difference of the preference of boys and girls. Esthetic, scientific and agricultural fields significantly show relationship with academic achievement for girls while professional, scientific and esthetic fields show sign of relation ship with academic achievement for boys. Furthermore, Saldana (1969), found out that male and female high school senior students are significantly different in ranking the areas of their vocational preferences. On the other hand, they have similar motives in making career decision (Campos, 1949). Suitability on their interests ranked first and was seconded by the desire to serve the society. Both of them least consider the social prestige they will get when making career choice.

Synthesis

The early adolescent being in high school faces a challenge on career decision. Havighurst sees preparation of a career as a primary developmental stage of adolescent. Choosing an occupation is not a single process but requires a thoughtful study on different career options. Holland (1973) in his “Theory of Career Decision”, states that the choice of an occupation is an expressive act that reflects a person’s motivation, knowledge, personality and ability. Furthermore, it represents a way of life, an environment rather than a set of isolated work, functions or skills.

Making vocational choices is a process spanning a considerable period rather than an isolated event. And so, there are various factors emerge and become influential during each phase of development. Self-concept, motivation and achievement, occupational attitudes, abilities, interests, values, parental influence, gender among others are some factors that influence the person’s career decision. Among the factors, it was found out that parental influence greatly influence the person’s preference.

Theories of Vocational Development are made to better understand how adolescents make career choices and to be better able to guide them in the process. Personality type theory of John Holland holds that different persons

have different personality and therefore have different environment to work for. Super's and Ginzberg's theory focuses on developmental aspects of career development. It holds the view that individuals undergo different stages on career development. On the other hand, Ann Roe's theory says that need structure of individual would be greatly influenced by early childhood and frustrations. She hypothesized that individual who enjoy working with people were reared by warm and accepting parents and those who avoid contact with others were reared by cold or rejecting parents.

Local literatures found out that among other, parents are the most influential factor in making career decision. Males and females also differs in their vocational choices but they are similar with their motives. On the other hand, socio-economic status and mental ability show no relationship with career preference.

The present study has adapted from the previous studies the factors that affect the course preference of the students. The researcher will try to determine if these factors still influence the student's career decision and if not, try to find out what other factors influence their decision.

CHAPTER III

METHODOLOGY

This chapter consists of the research design, profile of the sample, instrumentation, data gathering procedures and statistical treatment.

Research Design

This study utilized the descriptive-non-parametric design, which guided the researcher in data collection, instrumentation, interpretation and analysis. This method was used to analyze the association of academic achievement, aptitude and course preference of senior high school students.

The method of research used was the descriptive method of investigation. This method was adopted since the study was examined primarily through a questionnaire. It aims to identify the relationship between academic achievement, aptitude and course preference of high school students. It also aims to describe and identify the factors and motives that affect their career choice.

Research Environment

The study was conducted at Bauan Technical High School (BTHS), a public educational institution with emphasis on technical vocational courses. The school site has a total land area of 3.3 hectares situated in the western part of Bauan, Batangas City.

Established in 1995, it was the priority of the Municipal Government of Bauan to have a Technical High School that caters youth a free secondary education and can answer the demand of the fast trend of industrialization and the presence of job opportunities in the locality.

The BTHS patterned after the academic technical curriculum of the Don Bosco Schools, aims to prepare the students for degree or technician courses. At the same time, the course is designed to equip the students with basic skills and attitudes towards work to enable him to land a gainful occupation after graduation.

In the First Year, the student is motivated and exposed to various activities to develop his creativity, to inculcate intelligent use of resources, to enable him to fabricate useful items, and to introduce him to scientific experimentation.

In the Second Year, activities are designed to make him acquire accuracy in the production of useful items. In general, his technical background is raised to the level required by a more advanced course in the year to follow. He may take any of the following courses: Machine Shop, Drafting, Industrial Electricity, Electronics and Woodcraft.

In the Third Year and Fourth Year, the student pursues a specialized line of activities which are characteristics of technical course he has chosen. Thus he acquires skills, knowledge and attitudes which are acceptable to the industries;

The BTHS is now in its 7th year of operation and the population of the school is continually growing. From 910 students on its second year, the school now caters to 1,970 youth from the vicinity of Bauan. The first year is composed of 672 students, 353 of which are males while 319 are females. 457 students compose the second year with 237 males and 220 female. The third year has 390 students having 199 males and 191 females. The fourth year, which is the subject of this study comprised of 451 students, 216 of which are males while 235 are females. These students enjoy free tuition fees, free test materials and hands-on computer literacy program.

Study Population

The subjects were 256 senior high school students from Bauan Tehnical High School. The choice of graduating students as study sample seemed to be particularly appropriate, since they will be graduating this academic year and have plan to go to college.

Table 1. Distribution of Sample By Age and Gender

Sex	Male		Female		Total	
Age	f	%	f	%	F	%
15	11	9%	5	4%	16	6%
16	88	76%	115	84%	203	79%
17	17	14%	17	12%	34	18%
18	3	20%	-	-	3	1%
Total	119	100%	137	100%	256	100%

Table 1 presents the distribution of sample by age and gender. The mean age of male sample is 16.1 while the female is 16.09. This suggests that males are older than females in this sample. Most of the sample can be found in 16-year old category comprising 79% of the total sample. These findings are appropriate because 16 years old is the right age for fourth year high school students.

Table 2. Distribution of Sample by Gender

Gender	F	%
Male	119	47%
Female	137	53%
Total	256	100%

Table 2 presents the distribution of sample by gender. Based on the table, 119 or 47 % of the total respondents are males while 137 or 53 % of them are females.

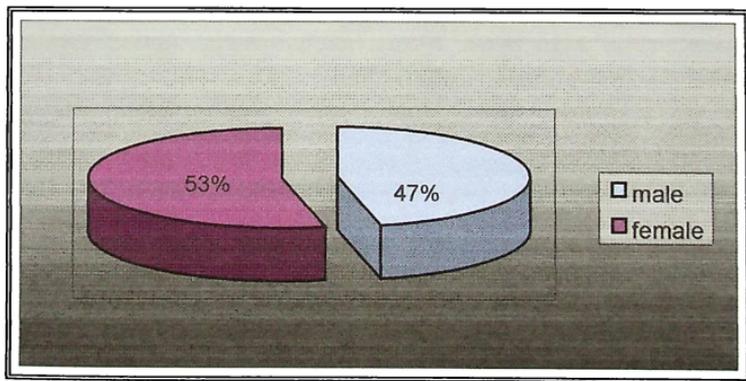


Figure 2. Distribution of Sample by Gender

Based on the figure above, the proportion of females with 53 % participation is greater than proportion of males with 47 %.

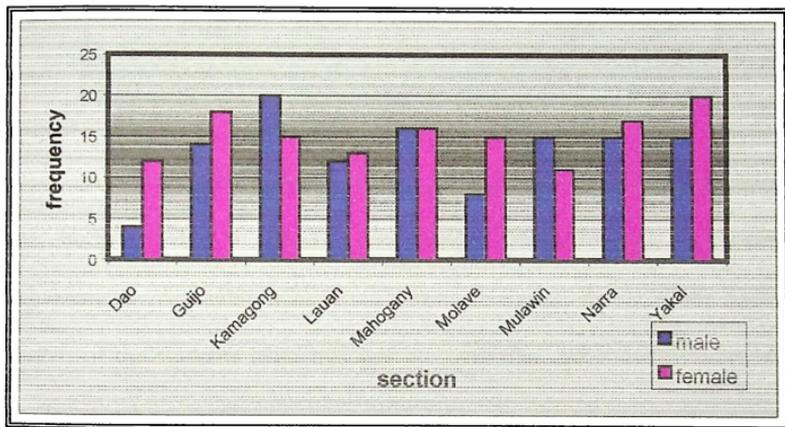
Table 3. Distribution of Sample by Section and Gender

GENDER	MALE		FEMALE		TOTAL	
	f	%	f	%	f	%
SECTION						
Dao	4	3%	12	9%	16	6%
Guijo	14	12%	18	13%	32	13%
Kamagong	20	17%	15	11%	35	14%
Lauan	12	10%	13	9%	25	10%
Mahogany	16	13%	16	12%	32	13%
Molave	8	7%	15	11%	23	9%
Mulawin	15	13%	11	8%	26	10%
Narra	15	13%	17	12%	32	13%
Yakal	15	13%	20	15%	35	14%
Total	119	100%	137	100%	256	100%

Table 3 presents the distribution of sample by section and gender. IV-Kamagong and IV-Yakal have the greater number of participants. Both sections have 35 respondents that comprise 14% of the total number of participants. IV-Guigo, IV-Narra and IV-Mahogany have 13% each of the total number of respondents which means 32 students from these sections

answered the questionnaires. IV-Dao on the other hand, has the least number of respondents having only 16 participants on the study.

Figure 3. Distribution of Sample by Section and Gender



The distributions of respondents differ by gender and section. Based on the figure above, IV-Kamagong has the greater number of male respondents while majority of female respondents came from IV-Yakal. Males and females from IV-Mahogany has equal participation in the study. IV-Dao has least male participation while IV-Mulawin has least female participation.

Table 4. Distribution of Sample by Academic Achievement

Academic Achievement	Range	f	%
AA	84.85 and above	59	23%
A	80.72-84.84	134	52%
BA	80.71 and below	63	25%
Total		256	100%
AA Above Average A Average BA Below Average			

Academic achievement is one of the independent variable identified in the study. Table 4 presents the distribution of sample by academic achievement. Academic achievement came from the Grade Point Averages (GPA) of the students from first year to third year. The classification of the academic achievement was determined with the use of mean and standard deviation (mean \pm sd) (See Appendix E). With 82.78 as mean and a standard deviation of ± 2.07 , the following classifications was obtained: GPAs of 84.85 and above is classified as above average, average academic achievement is indexed with GPAs of 80.72-84.84, while GPAs of 80.71 and below are grouped into below average classification.

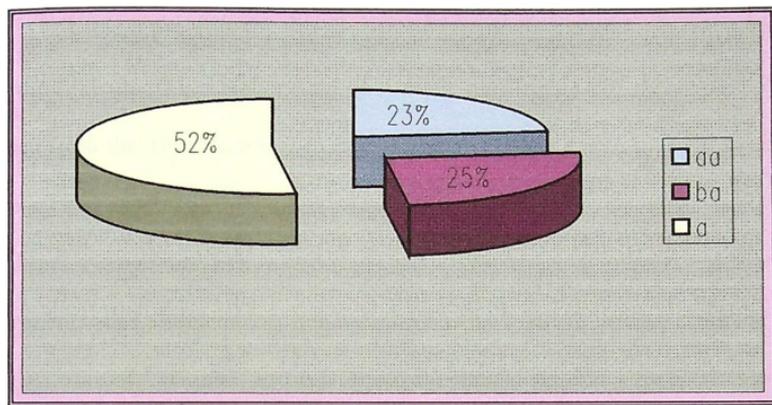


Figure 4. Distribution of Sample by Academic Achievement

As seen in Figure 4, 59 students or 23% of the participants belong to the above average category. Majority of the participant fell under the average level with 134 respondents or 52% of the total subjects while 25% or 63 participants placed on the below average level.

Table 5. Distribution of Sample by Aptitude (GMAT)

Gender	Male			Female			Total	
	Range	f	%	Range	f	%	f	%
AA	62-above	10	8%	65-above	17	12%	27	11%
A	50-61	20	17%	53-64	29	22%	49	19%
BA	49-below	89	75%	52-below	91	66%	180	70%
Total		119	100%		137	100%	256	100%

AA Above Average A Average BA Below Average

Table 5 presents the distribution of sample by the aptitude and gender of the students. The classification of aptitude performance of the student was taken from the Test Manual for General Mental Ability Test for the Secondary Students in Region IV. The raw scores of the students are classified as above average, average and below average levels. The range of scores is different between males and females. Higher range is assigned to female compare to male. Out of 100 item, those who have obtained 65 and above, fall under above average level in females while males' score in this level begins at 62 and above. It holds the same with the average and below average categories.

Looking at the above table, 11% of the female subjects belong to the above average level while only 8% of the males fall under this level. On the other hand, males are greater in proportion compare to female in the below average level. Majority of the subjects in both gender belong to below average level.

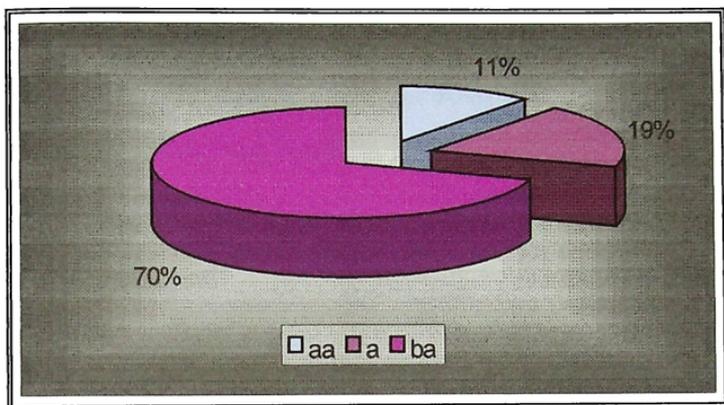


Figure 5. Distribution of Sample By Aptitude (GMAT)

Figure 5 shows the distribution of sample by aptitude. Majority of the students, 70% of them belong to the below average level. Only 19% are average while 11% of the total respondents belong to above average level.

Instrumentation

Various primary and secondary data were utilized to gather relevant information necessary for the study. Primarily, most of the data come from the questionnaire given to the subjects (see Appendix B). Thus, it is the primary tool for gathering data which, was supplemented by the records from the office of the school principal. These records are the Grade Point Averages (GPA) for three years and the GMAT results of the students. The General Mental Ability

Test (GMAT) is designed for the secondary school student in Region IV. It is a 100 – item field-tested cognitive instrument designed to assess the ability of criterion group to think and reason in such areas of skills, namely: verbal comprehension and fluency; numerical skills; figure comprehension and inductive reasoning.

Verbal Comprehension and Fluency Skills category is designed to assess the language facility of the individual in terms of word relationship questions such as verbal analogy, verbal reasoning, and selecting dissimilar. The Numerical Skill category on the other hand, purports to assess the mathematical ability of the individual in the use of four basic mathematical operations on whole numbers, fractions, and numerals such as numerical facility and problem-solving.

Figure Comprehension and Inductive Reasoning category are designed to test how logical the person is in his manner or thinking. He is made to establish the relationship of parts, which will be the basis for the formulation of generalization. The Figure Comprehension category is non-verbal, making use of abstract reasoning and figure analogy. In contrast, Inductive Reasoning Category is verbal, making use of the letter-series, number-series and logical reasoning.

This study used a questionnaire created by the researcher as its primary instrument. The questionnaire is composed of a checklist and fill in the blank type items. It consists of four parts: (1) personal information of the respondents, (2) their academic matters and personal interests, (3) future plans (after graduation), and (4) factors and motives that affect their career choice.

Personal Information part consists of the name, section, sex, age, address and parent's information of the respondents. Academic matters and personal interests consist of questions about schoolwork and activities they engage in inside and outside the school. On the other hand, future plan section includes item that asks their plan after graduation : what type of school they want to enrol in and what course they will pursue in college. Finally, the last part consists of lists of factors and motives that may influence a person's career decision.

The courses that were included in the questionnaire were categorized into four parts and patterned after the World-of-Work Map (see Appendix D). This was provided by the American College Testing to help the youth to match the students' interests into their course choice. There are four areas that include in the world of work map: working with (1) data, (2) ideas, (3) people and (4) things (<http://www.act.org/path/student/career/invento.html>).

Table 6. Classification of Courses Based on the World-of-Work Map

THINGS
Agriculture
Engineering
Home Economics
IDEAS
Art
Liberal Arts
Music
Speech and Dramatics
DATA
Commerce and Business Management
Computer-related Courses
Secretarial Work
PEOPLE
Dentistry
Education
Journalism
Law
Medicine
Nursing
Physical Education

Before the questionnaire was distributed to the intended respondents, a pre test was administered to determine comprehensibility of each item and to see if some modifications are necessary. Pre test was made by another fourth year high school students in other schools. After pre testing, revisions were made before the researcher distributed the questionnaire to the intended respondents.

Data Gathering Procedure

On the first meeting, the researcher handed over the letter for permission to conduct the study in the school principal. The researcher also asks permission to have a copy of the students Grade Point Averages (GPA) and General Mental Ability Test (GMAT) result as the data will be needed for the study. In distributing the questionnaire, the principal gave a note to the teachers in able for the researcher to distribute it in their class. The collection of the questionnaire was done the day after it was given.

Statistical Treatment

From the beginning, it is the objective of the study to determine if there is a relationship of academic achievement, aptitude and course preference of the student. Thus, Chi Square of Independence was used to test if there are significant differences between the level of achievement and the areas of their course choice. Likewise, it is also used to determine if there is a significant difference between the aptitude level and course preference of the students.

Standard deviation and the Mean were also used to determine the classification of students by academic achievement. Mode was used in identifying the factors and motives that influence the student's career decision.

CHAPTER IV

RESULTS AND DISCUSSION

This part of the study presents the results of the data gathered using the questionnaire on course preference, GPA and GMAT results of the students. There are three sections of data presentation. Section I presents the description of the academic matters, activities and future plan of the respondents. Section II presents the relationship of Academic Achievement, Aptitude and Course Preference while the last section presents the factors and motives that affect the individual's career decision.

Academic Matters, Activities and Future Plans

A. Academic Matters

High school is designed to help young adolescents in several ways. It provides the venue for the continuation of the student's learning that began in their elementary school. School environment greatly affects the students' performance and help them develop skills, self-esteem and attitudes that they need for a rewarding life (Schwartz, 1996). Thus it is important to know how the student perceived their schoolwork.

Table 7. Distribution of Sample by the Student's Perception of Schoolwork

<i>Schoolwork</i>	<i>f</i>	<i>%</i>
Easy	28	11%
Difficult	83	32%
Just right	145	57%
Total	256	100%

Table 7 presents the distribution of sample by their perception of schoolwork. Majority of the respondents as shown in table above, perceived their schoolwork as just right for them. 57% or 145 of the total subjects view schoolwork as neither difficult nor easy. On the other hand, there are lesser participants (11%) who view their schoolwork as easy rather than difficult. 83 of the respondents or 32% said that the schoolwork is difficult.

John Holland held the view of the relationship of the individual's interest to their jobs they will going to take. According to Hansen (1995), interest typically reflects five components that may be characterized as determinants: personality, motivation or drive, expression of self-concept or identification, heritability and environmental influences (e.g. learning and socialization).

Choice of subjects determines the person's personal interests. The difficulty and ease in understanding of the subjects depend on the individual's capability and suitability on their intelligence.

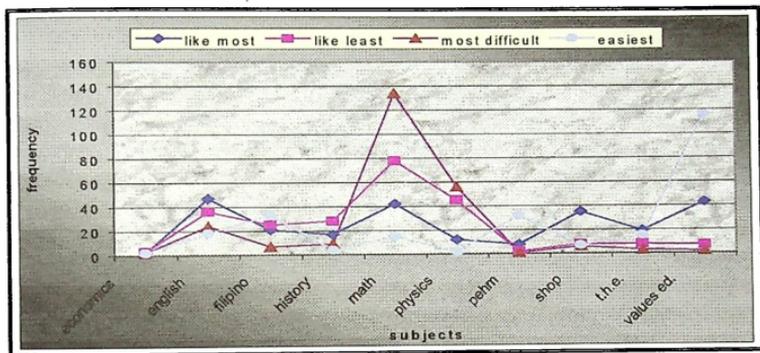


Figure 6. Distribution of Sample by their Choice of Subject

Based on the figure above it was evident that the students find Mathematics subject as the most difficult. This was followed by Physics subject. These two subjects both include mathematical computation and analysis thus, making it hard for the students to comprehend and understand. On the other hand, Values Education as subject, is the easiest subject perceived by the students. It is mainly because of the applicability of the concepts and theories in our daily life.

There is a slight difference on the respondent's choice of the subject they like most. English subject appears to be the subject they like most while they like least Mathematics as subject.

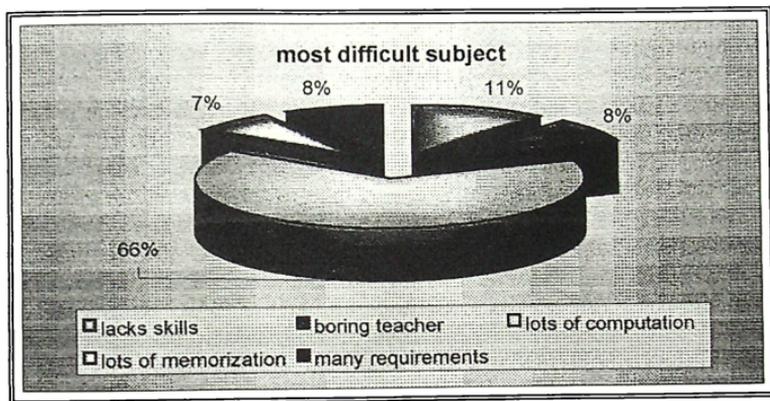


Figure 7. Reason Why They Find the Subject Difficult

Difficulty of the subject depends on the nature of the subject itself and the capabilities and interests of the students. As mentioned earlier, a subject that involves mathematical computation is the main reason why they find that subject as difficult. These subjects (Mathematics and Physics) also requires analysis and problem-solving skills. Usually, these skills are late to develop and not all individuals are good in the skills mentioned. Because of their lack of skills and abilities with regard to these subjects, instead of trying hard to

understand the concepts that involve in this field, they tend to give-up, thus making it hard for them to cope with the requirements.

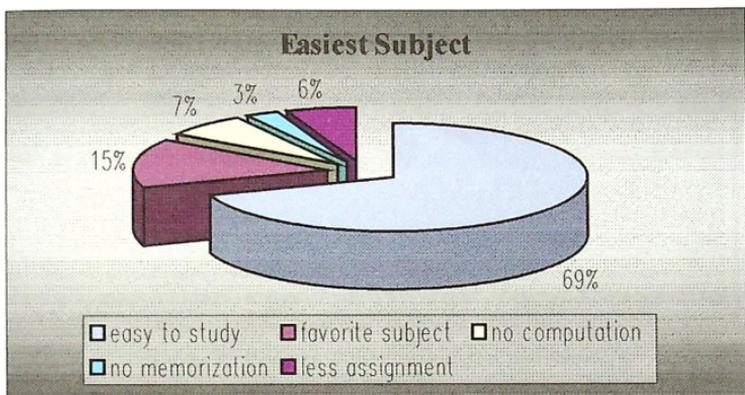


Figure 8. Reason Why They Find the Subject as Easy

As shown in the figure above, the reason why the subject seems to be easy is because of its area of concern. Values Education as subject, tackles virtues and behavior of individuals. Concepts under this subject are familiar to the students. Though it requires analysis on certain situations in our society, these situations are relevant and experienced by every individual and therefore can easily be understood. It also does not require objectivity because it is subjective in nature. Thus, it does not demand a certain answers for a certain questions. Anything can be justified as long as it provides strong argument to support the answers.

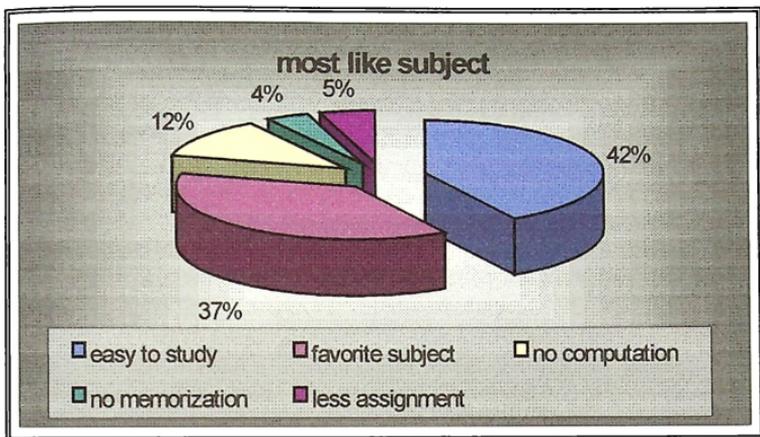


Figure 9. Reason Why They Like the Subject

It is apparent that English subject is the subject they like most. And was followed by Values Education. The reason for this is that these subjects are easy study and turns out to be their favorite subject. Naturally, a subject that is easy to understand and at the same time interests the person will be the one they will like most. It is because the interest serves as the driving force for them to study the subject and be enthusiastic enough to know things related to their area of interest.

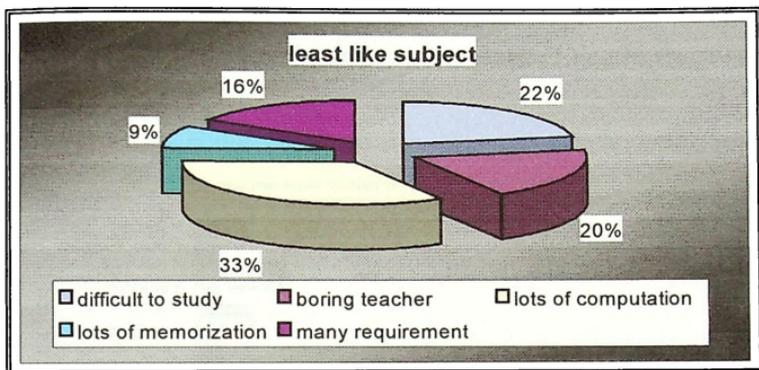


Figure 10. Reason Why They Like Least the Subject

It found out that the subject they dislike most is also the subject they deal with difficulty. It is for the same reason that the subject deals with computation compare to any other subjects. Memorization of formulas and analysis of problems does not seem to be appealing to them. Because of the difficulty they experienced in dealing with the subject, they tend to “hate” it and lose their concern over the subject being studied.

B. Activities

The school does not only provide educational training to the students. Because an individual spends most of his/her life in school, it also becomes the venue of their development as a whole being. It is, therefore, important for

them to develop their skills other than mental ability that they can use in their future careers. Extra-curricular activities are designed to give the student a diversion on their academic load.

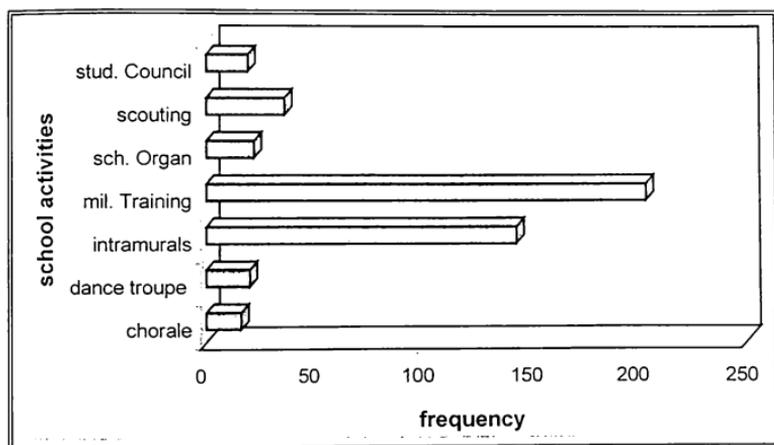


Figure 11. Distribution of Sample by School Activities

It is apparent that almost all samples joined school's military training. It is mainly because students are required to participate on the activity except for those with special cases. The decline of participation on other activities suggests that students lack the initiative to join unless they are told to do so.

This can be explained by the theory on motivation. Self-determination theory describes students as having three categories of needs; needing as sense

of competence, of relatedness to others and of autonomy (Anderman, 1998). These needs serve as a drive for the individual to pursue or join any organization or activities. If the nature of activities does not satisfy the need of that person, they tend to withdraw and leave the said organization.

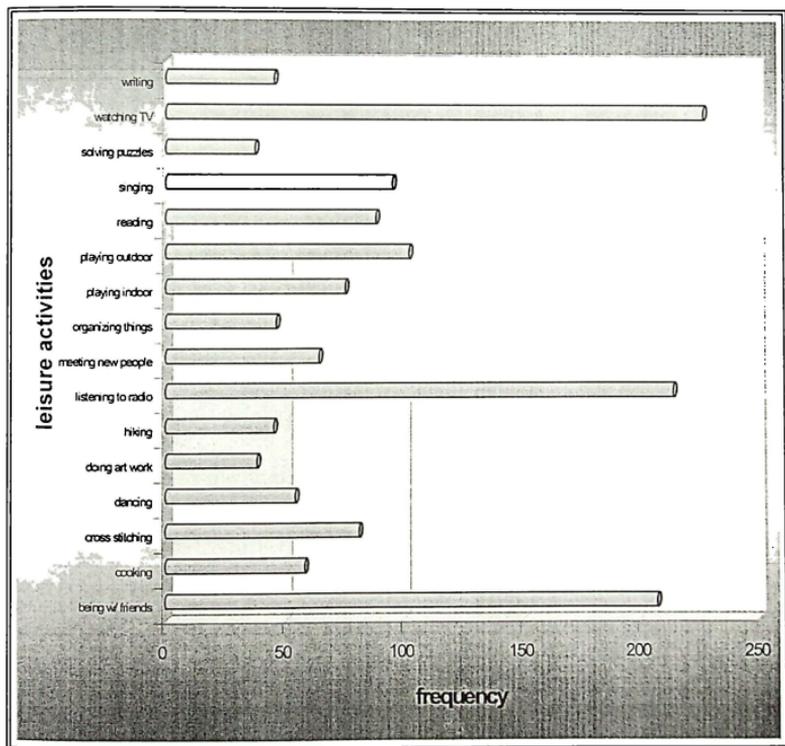


Figure 12. Distribution of Sample by Leisure Activities

Students were greatly influenced by media and were fond of entertainment. As shown in the figure above, watching TV and listening to the radio are the two favorite pastimes of the respondents. They view leisure time as a time for relaxation and therefore, anything that requires thinking and labor does not appeal to them.

On the other hand, their desire to be with their friends as long as they have free time together is also evident. As an adolescent, the influence of the peers is great. At this stage, the identification of themselves from their peers are prevalent thus, socialization with them is important.

C. Future Plan

High school students have an open option to go to college. Eventhough some of the students does not have a chance to go through higher educational level, still majority of them have plan to go to college.

According to the Bureau of Labor Statistics of the U.S. Department of Labor, among the 2.8 million high school graduates in 2000, 63.3 % were enrolled in college. Among those who go to college, two-thirds were attending 4-year institutions. Nearly 40% of these students also participated in the labor

force by either working or actively looking for employment (<http://stats.bls.gov/news.release/hsgcc.nr0.htm>).

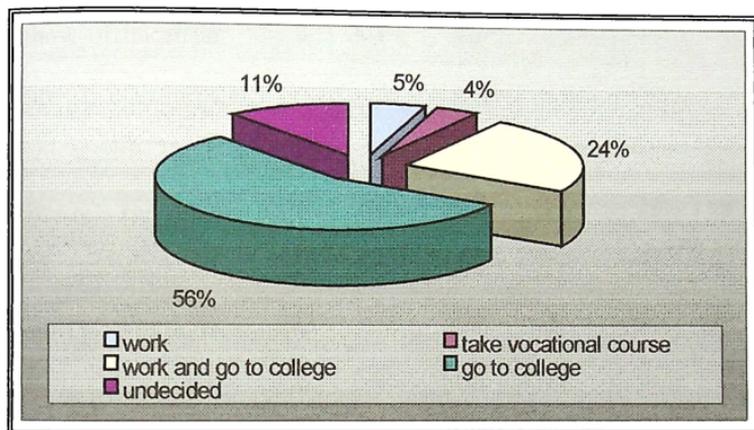


Figure 13. Distribution of Sample by Immediate Plan After Graduation

Among the subjects, 80% of the total sample are going to college although 24% from these will work while studying. According to Campos (1949) parents of these students are economically, socially and intellectually capable for them to sent their children to college.

Four percent of the total sample will take vocational courses immediately after graduation. Financial instability limited the choices of these students. It also holds true with the 5% that will go to work immediately after graduation.

On the other hand, 11% are still undecided on what they will do after graduation. According to Brown (1990) undecided person have similar reasons as those of uncertain. She said that it is due to premature choice, lack of vocational adjustment, lack of self understanding of the world of work, fear of failure, worries about pleasing friends or members of the family, insecurity about one's aptitude and a lot of other factors. Students who have made no choice may also have dominant interests in things other than careers, interests that divert them from choosing.

Table 8. Distribution of Sample by Choice of College

Type		Size		Location		Class	
Public	133	Large	178	Rural	120	Co-ed	112
Private	123	Small	78	Urban	136	Exclusive	144

Table 7 shows that there is a slight difference between the type of school they preferred, the location and the class while there is a significant difference on their choice of school regarding the size. It is because they perceive that there is no significant difference whether it is a public or private school as long as they are located in the city. It is because school in the cities are naturally bigger in capacity and variability of course choices. Furthermore,

they view school in rural areas as low in quality and not competitive compare to the schools in the city.

Relationship of Academic Achievement, Aptitude and Course Preferences

The first objective of this study is to found out if there is a relationship between academic achievement and course preference of the students. If the student's course choice is somewhat dependent or related to their academic performance. Using the student's Grade Point Averages on their first three years in high school, and the questionnaires that being answered, the following results are obtained:

Table 9. Cross-tabulation of Academic Achievement vs Course Preference

Academic Achievement	THINGS		IDEAS		DATA		PEOPLE		TOTAL
	c	f _c	f _o	f _c	f _o	f _c	f _o	f _c	
AA	31.67	27.37	3	7.72	34	33.89	12.14	11.82	80.81
A	52	55.68	17.25	15.71	72.33	68.94	22.8	24.05	164.38
BA	22.67	23.29	9.75	6.57	25.33	28.83	11	10.06	68.75
Total	106.34		30		131.66		45.94		313.94

AA – Above Average A – Average BA – Below Average

Table 8 displays the cross-tabulation of areas of courses according to the world of work map and the classification of the subject according to their academic achievement. Using Chi Square, the χ^2 obtained was 4.2683 (See Appendix I). Using 6 degrees of freedom at 0.05 level, the result was less than the value of χ^2 which is 12.59. Therefore, the null hypothesis that there is no relationship between academic achievement and course preference is accepted while the alternative hypothesis is rejected.

Table 10. Cross-tabulation of Aptitude vs Course Preference

	THINGS		IDEAS		DATA		PEOPLE		TOTAL
	f_o	f_c	f_o	f_c	f_o	f_c	f_o	f_c	
Aptitude									
AA	14.67	18.83	4	5.7	36	27.72	6	8.40	60.67
A	24.33	21.38	7	6.49	27.67	31.46	9.86	9.53	68.86
BA	66.33	65.12	21	19.78	91.33	95.82	31.1	29.03	209.76
Total	105.33		32		155		46.96		339.29
AA – Above Average A – Average BA – Below Average									

Table 9 shows the cross tabulation of aptitude and areas of course preference of the subjects. Using Chi square, the value of χ^2 was 8.1 (See Appendix I). This was less than the critical value of χ^2 which is 12.59 at 0.05 level. This suggests that the null hypothesis that there is a relationship between

aptitude and course preference is accepted and the alternative hypothesis is rejected.

These findings show that academic achievement and aptitude of the students does not influence their choice of course in college. It can be infer that other factors aside from these two influences the student's course choice. The last part of this chapter will deal on the identification of that factors and also the motives behind course choices.

This was also supported by Balingir's (1982) study that students do not always consider their mental ability when making career decision. Parent's occupation weigh much as basis for career decision-making. Contrary to this, Cervantes (1973) found out that students with higher mental ability choose different careers compare to those students with lower mental ability.

Factors and Motives on Career Preference

According to Corey (1993), making vocational choices is a process of a considerable period rather an isolated event. It is therefore through these stages that certain factors emerge that may influence the individuals course preference.

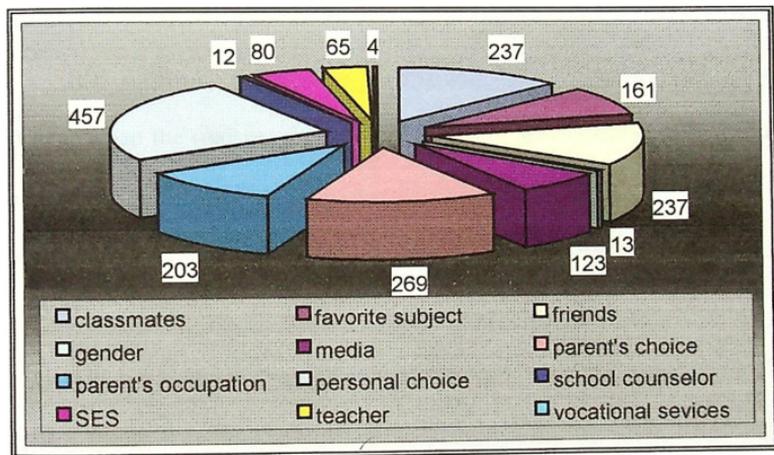


Figure 14. Distribution of Factors that Affect Course Preference

From the figure above, course choice of the person is due to their personal interest. Aside from this, it is also apparent that majority of the subject sees parental influence and peers (classmates and friends) as the major factors in choosing a career.

It is also the same on the study of Mortimer (1992). He says that the variable that had the most effect on the educational plans and occupational aspirations was parental influence. “Parents as daily models provide cultural standards, attitude, and expectations and in many ways, determine the eventual adequacy of self-acceptance and confidence, of social skills and sex roles of a person”.

It is surprising though that teacher and school counselor has a lesser influence when the students choose their career. Teachers and counselors have a crucial responsibility in the career development process: they help the students develop awareness of the prerequisite for entry in college (Isaacson, et al., 1997).

The lesser participation of school counselor in the career development of the students are the same with the reported national survey of guidance programs directors and indicated that helping students with academic achievement, planning post secondary schooling, promoting personal growth receive more emphasis rather than career development program (Moles, 1990).

Synthesis

Based on the results, respondents are said to find their schoolwork as just right for them. Though they find Mathematics subjects as difficult, it is because of the complication of the subject itself. Thus, it was also the subject they like least. On the other hand, they find Values Education as easy to study along with English subject. The practicality and relevance of these subjects contribute on why it is preferred by the students.

Students also engaged on some of the school activities. It was found out that only those activities that require compliance are the activities they joined. Lack of volunteerism is evident on the respondents. On the other hand, leisure activities such as entertainment and socialization are the past times that appeal to them. It is because it does not require any work at all and can be said as total relaxation.

With regards to their immediate plan after graduation, majority of the students are planning to go to college. This was because their parents are economically, socially and intellectually capable to support their children. It is unfortunate to some of them to be limited on their choices because of financial instability. That is why some of them are going to work instead of pursuing higher education. On the other hand, there are also those who are

uncertain on what they want to do after graduation.

There is no relationship that can be established between academic achievement and course preference of the students. Likewise, similar finding is found with the relationship of aptitude and course preference of the students thus, both null hypotheses are accepted.

Personal interest and immediate environment (family and peers) influenced most of the student's career decision while the motives that reflected globalization like availability of jobs, greater chance for advancement and bigger income are being considered in career decision-making.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, conclusions and recommendations of the whole research. The summary integrated the whole study. The conclusion gave the main points based on the results obtained while the recommendations gave suggestions for further study in relation to the present research.

Summary

Through the educational institution, the individual is molded and influenced to be an effective and useful citizen in the country. But the current trend of globalization influenced the orientation of this institution. There are three key elements of globalization that directly influence education: (1) the impact in curriculum method, teaching materials and content, (2) the role of TNCs on the institutional operation and (3) the privatization of the state colleges and the reduction of social services.

Despite of the changes the government are continually developing a program that caters on the interest of the youth. It is very evident that career

preference is reflected on the globalization agenda. More and more opportunities are unveiled because of this phenomenon but unfortunately, only few answered. Furthermore, the increasing number of unemployed, drop-out rates and out of school youth are quite alarming.

A high school student faces a challenge on career decision. Havighurst sees preparation of a career as a primary developmental stage of adolescent. Choosing an occupation is not a single process but requires a thoughtful study on different career options.

Making vocational choices is a process spanning a considerable period rather than an isolated event. And so, there are various factors emerge or become influential during each phase of development. Self-concept, motivation and achievement, occupational attitudes, abilities, interests, values, parental influence, gender among others are some factors that influence the person's career decision. Among the factors, it was found out that parental influence greatly influence the person's preference.

Theories of Vocational Development are made to better understand how adolescents make career choices and to be better able to guide them in the process. Personality type theory of John Holland holds that different persons have different personality and therefore, have different environment to work

for. Super's and Ginzberg's theory focuses on developmental aspects of career development. It holds the view that an individual undergoes different stages on career development. On the other hand, Ann Roe's theory says that need structure of individual would be greatly influenced by early childhood and frustrations. She hypothesized that individual who enjoy working with people were reared by warm and accepting parents and those who avoid contact with others were reared by cold or rejecting parents.

This study has been guided by the conceptual framework that the independent variables, which are academic achievement and aptitude, are related to the dependent variable, which is the course preference. Furthermore, different factors and motives of the student also influence these preferences.

The subjects of this study are 256 senior high school students of BTHS in Bauan Batangas. Fourth year high school are being chosen for they are the one who will possibly enrol in college after graduation and will deal on career decision making.

Students answered survey questionnaire that helps the researcher to identify their course choice and the factors and motives in their choice. The GPA and GMAT result of the student are also gathered to support the questionnaire.

The Chi-Square Test was used to analyze the association of Academic achievement, Aptitude and course preference of the subjects. Factors and motives, plan after graduation and the activities they engage into that influence their course choice are also being identified in the study.

Based on the result obtained, subjects which requires computation and analysis are viewed as difficult and are not like by the respondents while subjects that are easy to understand and practices practicality are viewed as easy and therefore being liked.

On their choice of activities, majority of the subject joined only those activities that are required and lesser respondents joined those activities that ask for volunteerism. On the other hand, leisure activities are viewed as a form of relaxation and therefore majority of the respondents chooses those activities that are aimed to entertain (e.g. TV and Radio).

Majority of the respondent has planned to go to college after graduation. But some of these students are planning to find work while studying. There is slight difference between their choice of college. The size of school is the only the factor they take into consideration.

Using the Chi-square test for Independence, the hypothesis that there is a relationship between academic achievement and course preference and that

apptitude is also related to course preference are rejected. Both null hypotheses are accepted which states that there is no relationship between the two variables.

The factors that greatly influenced career decision are the respondent's personal choice, parental influence and peers. While personal interest, greater chance for advancement , availability of jobs and bigger income serves as the motives on why they choose certain course.

Conclusions

The first objective of the study was aimed at establishing a relationship between academic achievement and course preference of high school students. The result of the study reveals that there is no relationship between the two variables. This finding is similar with the relationship of aptitude and course preference of the subject. It also reveals that there is no relationship between the two variables. Thus, null hypotheses are being accepted.

These findings suggest that it is not the academic achievement and aptitude of the students that directly affect the student career decision. Factors such as parental influence, personal choice and peers greatly affect their career

decision-making. While greater chance for advancement and bigger income serves as the motivation on choosing a career.

Based on the analyzed data, the career decision of BTHS senior students are limited on their self and immediate environment (e.g. family and peers). The roles of the teacher and school counselor, which are crucial and when properly utilized will greatly help their decision-making, are being neglected. The students are not aware of the benefit they will get if their interests are properly assessed and evaluated. Their motives in choosing a certain career is reflected on the globalization and industrialization that taking place.

Recommendations

In light of the present findings and conclusions, the following suggestions are proposed to those who will benefit on this study.

☞ For the Students: Students are advised to seek help to their teacher and vocational services through the help of school counselor in deciding their careers. It is important to know one's capability and real interests because this will guide the person in his/her success later in life.

ø For the Teachers: The modification of teaching techniques is recommended for the students to better appreciate the subjects. Helping the students tap their potentials and interests are vital to avoid failure and mismatch of occupation later in life.

For the School Counselor: It is apparent in this study that the students does not seek help and guidance to the school counselor with regards to the course they will going to take in college. It is therefore advised to create a program that will help students decide their courses. Occupational interest inventory will help the students in their career decision-making.

For the Parents: Support and guidance of parents are needed when a student engages in a decision-making. It is therefore advised for the parents to keep watching their children and instill an open communication to serve as venue for discussion.

ε For the future researchers: The researcher suggests that the instrument used in this study be modified to strengthen and validate present study. It is recommended to use scale instead of descriptive design for ease in analysis and interpretation. It is recommended that a bigger sample should be included in order to acquire more reliable data. It is also recommended to focus on the role of guidance/school counselor on the student's career

decision-making and how effective are they in providing vocational services.

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<http://www.deped.gov.ph/index.htm>
<http://www.info.com.ph/~chedco/>

APPENDICES

University of the Philippines - Manila
College of Arts and Sciences
Padre Faura, Ermita Manila

August 6, 2001

Mrs. Erlinda C. Ilagan
Office of the Principal
Bauan Technical High School
Poblacion II, Bauan Batangas

Dear Madam

I am presently working on a research in partial fulfillment of the requirements for my course. The thesis is entitled, "Academic Achievement, Aptitude and Course Preference of High School Students". This study will focus on the relationship of academic achievement and aptitude and course choice. This also aims to determine the possible factors that contribute to the students' career decision.

In line with this, I would like to request permission to use your school as my research environment. Specifically, I need high school students who are graduating this school year who will be my subjects. May I request your good office for a list of 4th year students together with their grade point averages (GPA) for the last three years and their GMAT results for the purpose of the study.

Rest assured that the results of the study will be given to your school and that the data gathered will be treated with utmost confidentiality.

Looking forward to your favorable action on this request. Thank you very much.

Respectfully yours

(Sgd.) Joy E. Valdez
BA Social Science
Major in Behavioral Studies

Noted

(Sgd.) Dr. Rosa Maria Llanes
Thesis Adviser

(Sgd) Prof. Benjamin Mangubat
Chair, Department of Social Sciences

University of the Philippines Manila
College of Arts and Sciences
Padre Faura, Ermita Manila

**Questionnaire on Course Preferences and Factors
Related to these Preferences**

Dear Respondent,

Greetings!

This questionnaire is designed to survey your career preferences and the factors related to these preferences. The first part consists of personal information about you, the second part is about academic matters and your interests while the third part consists of the future plans, motives and factors that influence your career preference. Please answer the following questions as objectively and honestly as possible. Fill in the blanks with the necessary information or put a checkmark (✓) in the box indicated.

Rest assured that all answers would be kept confidential.

Thank you very much.

Joy E. Valdez
Researcher
4th Year B.A Social Sciences (BS)

Personal Information

1. Name : _____ Section : _____ Sex : M F Age : _____
2. Address : _____
3. Parents' Information :

	Occupation	Salary/annum	Educational Attainment
Father			<input type="checkbox"/> Elementary <input type="checkbox"/> High School <input type="checkbox"/> College <input type="checkbox"/> Masters
Mother			<input type="checkbox"/> Elementary <input type="checkbox"/> High School <input type="checkbox"/> College <input type="checkbox"/> Masters

Academic Matters and Personal Interests

4. How do you find your schoolwork? Check only one on the list below:
 Easy Difficult Just right

5. What subject do you like best? _____ Why? You may check on the list below all that applies.
- easy to study
 - favorite subject
 - no computation
 - no memorization

 - less assignment
- others (please specify) _____
6. What subject do you like least? _____ Why? You may check on the list below all that applies.
- difficult to study
 - lots of memorization
 - lots of computation
 - boring teacher
 - many requirements
- others (please specify) _____
7. What subject do you find most difficult? _____ Why? You may check on the list below all that applies.
- difficult to study
 - lots of memorization
 - lots of computation
 - boring teacher
 - many requirements
- others (please specify) _____
8. What subject do you find the easiest? _____ Why? You may check on the list below all that applies.
- easy to study
 - favorite subject
 - no computation
 - no memorization
 - less assignment
- others (please specify) _____
9. What school activities do you participate in? You may check more than one on the list below.
- | | |
|--|--|
| <input type="checkbox"/> Chorale | <input type="checkbox"/> School organ |
| <input type="checkbox"/> Dance troupe | <input type="checkbox"/> Scouting |
| <input type="checkbox"/> Intramurals | <input type="checkbox"/> Student council |
| <input type="checkbox"/> Military training | Others (please specify) _____ |

10. How do you spend leisure time? Below is a list of activities people do in their leisure time. Check all the items that are applicable to you.

- | | |
|---|---|
| <input type="checkbox"/> Being with you friends | <input type="checkbox"/> Organizing things |
| <input type="checkbox"/> Cooking | <input type="checkbox"/> Playing indoor sports |
| <input type="checkbox"/> Cross-stitching | <input type="checkbox"/> Playing outdoor sports |
| <input type="checkbox"/> Dancing | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Doing art work | <input type="checkbox"/> Singing |
| <input type="checkbox"/> Hiking | <input type="checkbox"/> Solving puzzles |
| <input type="checkbox"/> Listening to the radio | <input type="checkbox"/> Watching TV |
| <input type="checkbox"/> Meeting new people | <input type="checkbox"/> Writing |
| | Others (please specify) _____ |

Future plans, Factors, Motives Affecting Career Choices

11. What is your immediate plan after graduation? (Check only one on the list below.)

- | | |
|---|---|
| <input type="checkbox"/> Go to college | <input type="checkbox"/> Work and go to college |
| <input type="checkbox"/> Take vocational course | <input type="checkbox"/> Undecided |
| <input type="checkbox"/> Work | Others (Please specify) |

12. If you plan to go to college, what type of school/college/university do you plan to enroll in? (Check one on each column.)

<input type="checkbox"/> Public	<input type="checkbox"/> Large	<input type="checkbox"/> Co-ed	<input type="checkbox"/> Rural
<input type="checkbox"/> Private	<input type="checkbox"/> Small	<input type="checkbox"/> Exclusive	<input type="checkbox"/> Urban

13. Have you decided what vocation or career you will pursue in college? Yes No

If yes, choose 3 courses from the list below. Rank your choices according to the course you prefer most. One (1) being the most preferred and three (3) being the least preferred.

- | | |
|--------------------------------------|-------------------------------|
| ___ Agriculture | ___ Law |
| ___ Art | ___ Liberal Arts |
| ___ Commerce and Business Management | ___ Medicine |
| ___ Computer-related courses | ___ Music |
| ___ Dentistry | ___ Nursing |
| ___ Education | ___ Physical Education |
| ___ Engineering | ___ Secretarial work |
| ___ Home Economics | ___ Speech and dramatics |
| ___ Journalism | Others (please specify) _____ |

14. The following are some factors that may influence a person in choosing his/her career. Check the box of the factors that may or has influenced you. You may choose more than one.

- | | |
|--|---|
| <input type="checkbox"/> Classmates | <input type="checkbox"/> Parent's occupation |
| <input type="checkbox"/> Favorite subject | <input type="checkbox"/> Personal choice |
| <input type="checkbox"/> Friends (not classmates) | <input type="checkbox"/> School counselor |
| <input type="checkbox"/> Gender | <input type="checkbox"/> Socio-economic status |
| <input type="checkbox"/> Mass media (magazine, radio, TV, newspaper) | <input type="checkbox"/> Teacher |
| <input type="checkbox"/> Parent's choice | <input type="checkbox"/> Vocational guidance services |
| | Others (please specify) _____ |

Appendix B

15. Among the factors chosen in question # 14, please rank them as one being the highest and so on.

<input type="checkbox"/> Classmates	<input type="checkbox"/> Parent's occupation
<input type="checkbox"/> Favorite subject	<input type="checkbox"/> Personal choice
<input type="checkbox"/> Friends (not classmates)	<input type="checkbox"/> School counselor
<input type="checkbox"/> Gender	<input type="checkbox"/> Socio-economic status
<input type="checkbox"/> Mass media (magazine, radio, TV, newspaper)	<input type="checkbox"/> Teacher
<input type="checkbox"/> Parent's choice	<input type="checkbox"/> Vocational guidance services
	<input type="checkbox"/> Others

16. Do you and your parents agree on your choice of course? Yes No If yes, to what extent? Please encircle the number of your choice.

To the limited extent ---- 1 2 3 4 5 --- To the least extent

17. The following are some motives that may influence a person in choosing his/her career. Check the box of the factors that may or has influenced you. You may choose more than one.

<input type="checkbox"/> Availability of jobs	<input type="checkbox"/> Social prestige
<input type="checkbox"/> Big income	<input type="checkbox"/> Stepping stone
<input type="checkbox"/> Great chance for advancement	<input type="checkbox"/> Suitable to my aptitude and intelligence
<input type="checkbox"/> Personal interest	<input type="checkbox"/> Working abroad
<input type="checkbox"/> Service to the society	<input type="checkbox"/> Working conditions
	Others (please specify) _____

18. Among the motives chosen in question # 16, please rank them as one being the highest and so on.

<input type="checkbox"/> Availability of jobs	<input type="checkbox"/> Social prestige
<input type="checkbox"/> Big income	<input type="checkbox"/> Stepping stone
<input type="checkbox"/> Great chance for advancement	<input type="checkbox"/> Suitable to my aptitude and intelligence
<input type="checkbox"/> Personal interest	<input type="checkbox"/> Working abroad
<input type="checkbox"/> Service to the society	<input type="checkbox"/> Working conditions
	<input type="checkbox"/> Others

EVALUATION OF QUESTIONNAIRE

1. Are the instructions clear?

2. Did the instructions invite compliance?

3. Did you have any difficulty in answering the items?

4. Which items are the most difficult to answer?

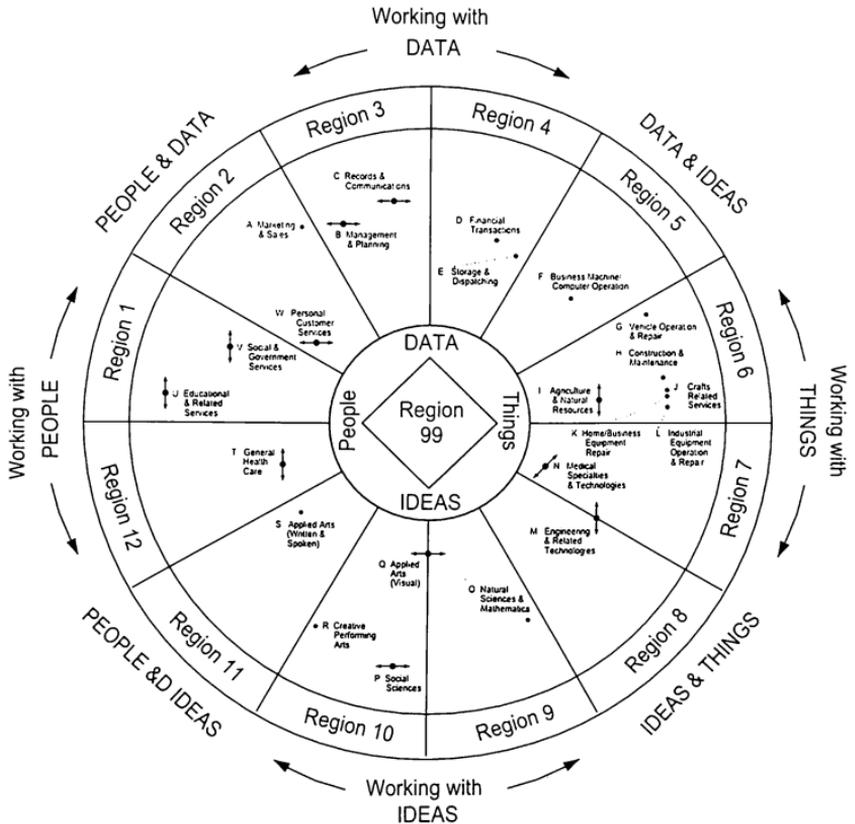
5. Are there any items you consider irrelevant?

Please specify the item number/s.

6. Other comments

7. Suggestions

World-of-Work Map (2nd Edition)



Source : <http://www.act.org/path/student/career/invento.html>

FORMULAS OF MEAN, STANDARD DEVIATION AND CHI-SQUARE OF INDEPENDENCE

Formula of Mean :

$$\bar{x} = \frac{\sum x}{n}$$

Formula of Standard Deviation:

$$S = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n - 1}}$$

Formula of Chi-Square of Independence

$$\chi^2 = \sum \frac{(f_o - f_c)^2}{f_c}$$

Computation of Chi Square Between Academic Achievement and
Course Preference

f_o	f_c	$(f_o - f_c)$	$(f_o - f_c)^2$	$(f_o - f_c)^2 / f_c$
31.67	27.37	4.3	18.49	0.68
3	7.72	-4.72	22.28	2.89
34	33.89	0.11	0.01	0.0003
12.14	11.82	0.32	0.10	0.008
52	55.68	-3.68	13.54	0.24
17.25	15.71	1.54	2.37	0.15
72.33	68.94	3.39	11.49	0.17
22.8	24.05	-1.25	1.56	0.06
22.67	23.29	-0.62	0.38	0.02
9.75	6.57	3.18	10.11	1.54
25.33	28.83	-3.5	12.25	0.42
11	10.06	0.94	0.88	0.09
				$\chi^2 = 4.2683$

Computation of Chi-Square Between Aptitude and Course Preference

f_o	f_e	$(f_o - f_e)$	$(f_o - f_e)^2$	$(f_o - f_e)^2 / f_e$
14.67	18.83	-4.16	17.30	0.92
24.33	21.38	2.95	8.70	0.41
66.33	65.12	1.21	1.46	0.02
4	5.7	-1.7	2.89	0.51
7	6.49	0.51	0.26	0.04
21	19.78	1.22	1.49	0.08
36	27.72	8.28	68.56	2.47
27.67	31.46	-3.79	14.36	0.46
91.33	95.82	-4.49	20.16	0.21
6	8.4	-2.4	5.76	0.68
9.86	9.53	0.33	0.11	1.15
31.1	29.03	2.07	4.28	1.15
				$X^2=8.1$