

## **THE COURSE OF THE SENIOR SECONDARY STUDENTS IN SOME IDENTIFIED SCHOOLS IN THE MUNICIPALITY OF DAANBANTAYAN**

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### **ABSTRACT**

It was the main purpose of this study to look into the course preferences of the senior secondary students in some identified secondary schools in the municipality of Daanbantayan.

To arrive at the profile of the socio-economic status of the parents, course preferences of the senior secondary students, and the reasons for choosing such courses, the researcher used the descriptive-normative survey method.

On the treatment of data, percentage was used in determining the profile of the socio-economic status of the parents. For the course preferences, Raw Weighted Score (RWS) was employed and for the reasons why the respondents chose the course, ranking was used.

### **INTRODUCTION**

A careful and wise choice of a career or a vocation is a necessity among the youth today because a wrong choice of a vocation usually results into unemployment, dissatisfaction, and consequently a change in a course or even quitting from school. This is considered a waste of time, money, and effort. Each individual, therefore, must understand the different factors that are to be considered in choosing a career. Since work produces satisfaction if it meets the aptitudes, interests, and values of a person, one must be directed toward self-evaluation for the proper choice of a vocation for a better and happy future. The choice for a vocation or a career should ideally be conditioned by one's preference based on the criteria or assessment of one's capabilities, interests, and aptitudes. This is so, because, aside from deriving satisfaction and enjoyment from work, a career altogether, is a social ladder for improving one's socio-economic status.

Owing to economic, social, and psychological importance, work has been associated with a person's sense of responsibility. The Jewish Talmud 1800 years ago believed that children had to be taught a trade (Lee, as cited by Flores, 1998), otherwise, it is a sheer irresponsibility on the part of parents not to guide their children for a vocation in their future on which their own survival was assured (Flores, 1998). With the concept of work as a responsibility, man naturally associates work with ability, competencies, and aptitudes. As a consequence, any person has the tendency to focus on a specific line of tasks or activities, which he or she selects from a multitude of tasks open to anyone. From this option to select one's work activities, the concept of a career grows. With the growing awareness of the importance of choosing a career, people turn to career guidance as a means by which they can be led toward the choice of work activities which they can pursue throughout the productive phases of their lives. To this trend, schools have responded with enthusiasm and created mechanisms to help the youth cope with transition from school to work and to facilitate the demographic shifts in access to work of emerging work forces such as women, cultural minorities, and at present, even the disabled.

School officials who take charge of career guidance realize that career guidance activities change from year to year and that it evolves in response to economic, political, and social changes. As the third millennium approaches, persons taking charge of career guidance activities face the reality that as the structure of the world's economy is transformed from a collection of separate national economies to an interdependent global economy, new demands are placed on human resources in the different nations of the world (Herr and Cramer, as cited by Flores, 1998). For this reason, an analysis of the capabilities of the human resources to compete in a global economy is necessary. The factors that affect the career choices of the youth must be determined and analyzed; thus, this study was being conducted.

## MATERIALS AND METHODS

To arrive at the course preferences of the senior secondary students in the second district of the municipality of Daanbantayan, the researcher used the descriptive-normative survey method in the data-gathering to elicit responses pertinent to the investigation.

The respondents of this study were the senior secondary students in some identified secondary schools of the municipality of Daanbantayan. The respondent schools were randomly selected using fishbowl method. The student respondents were identified with the use of stratified sampling and was determined using the five per cent margin of error. As such for a total population of 800, only 267 were taken as respondents.

Table 1 shows the distribution of respondents per school.

Table 1. Distribution of Respondents Per School  
N = 800 n = 267

| NAME OF SCHOOLS           | Male       |            | Female     |            | Population | Sample     |
|---------------------------|------------|------------|------------|------------|------------|------------|
|                           | N          | n          | N          | n          | N          | n          |
| BNHS                      | 24         | 8          | 32         | 11         | 56         | 19         |
| CSCST DAANBANTAYAN        |            |            |            |            |            |            |
| CAMPUS Daanbantayan, Cebu | 8          | 3          | 13         | 6          | 21         | 9          |
| DNHS                      | 160        | 53         | 183        | 60         | 343        | 113        |
| LNHS                      | 22         | 7          | 46         | 16         | 68         | 23         |
| MNHS                      | 56         | 18         | 72         | 24         | 128        | 42         |
| TNHS                      | 64         | 21         | 64         | 21         | 128        | 42         |
| SMPA                      | 25         | 9          | 31         | 10         | 56         | 19         |
| <b>TOTAL</b>              | <b>359</b> | <b>119</b> | <b>441</b> | <b>148</b> | <b>800</b> | <b>267</b> |

N pertains to the total population.

n refers to the sample.

### Data-gathering

The data on the socio-economic status of the parents, the course preferences of the students, and the reasons for taking the course were gathered through the descriptive survey method using the questionnaire. The questionnaire was pre-tested and validated by conducting a trial-run among the senior secondary students in some other non-respondents secondary schools in the municipality of Daanbantayan. The questionnaire forms were personally distributed and retrieved by the researcher.

### Treatment of data

The statistical treatment of data immediately followed after the data-gathering. The statistical tools that were employed were the percentage, the average weighted mean (AWM), and the raw weighted scores (RWS).

## RESULTS AND DISCUSSION

### The Profile of the Socio-Economic Status of the Parents of the Senior Secondary Students in the Municipality Of Daanbantayan

Parent's educational attainment. On the father's educational attainment, it can be seen in Table 2 that most of them were grade six graduates only with 22.47%; some were high school graduate with 16.48% and "some primary," and college graduate with 14.98%. Only few were "some high school" with 12.73%.

On the other hand, with regards to the mother's educational attainment, the highest educational attainment they had were grade six graduates also. Some were "some high school" and "some primary."

Table 2  
Parent's Socio-Economic Status as to Educational Attainment

| Educational Attainment | Father     |               | Mother     |               |
|------------------------|------------|---------------|------------|---------------|
|                        | Frequency  | Percentage    | Frequency  | Percentage    |
| No Schooling           | 3          | 1.12          | 5          | 1.87          |
| Some Primary           | 40         | 14.98         | 43         | 16.10         |
| Some Intermediate      | 19         | 7.12          | 29         | 10.86         |
| Grade VI Graduate      | 60         | 22.47         | 64         | 23.97         |
| Some High School       | 34         | 12.73         | 46         | 17.23         |
| High School Graduate   | 44         | 16.48         | 34         | 12.73         |
| Some College           | 18         | 6.74          | 15         | 5.62          |
| College Graduate       | 40         | 14.98         | 27         | 10.11         |
| Some Vocational        | 3          | 1.12          | 3          | 1.12          |
| Deceased               | 6          | 2.25          | 1          | 0.37          |
| <b>T O T A L</b>       | <b>267</b> | <b>100.00</b> | <b>267</b> | <b>100.00</b> |

Parent's Occupation. With regard to parent's occupation, Table 3 reveal the result. As to the father's occupation, many of them were fishermen (34.83%) and only few were drivers (10.49%), carpenters (5.99%), overseas contract workers (5.62%), farmers and no work (5.24%), security guards (4.49%) and business (4.12%). Other occupations were just negligible in number. With regard to the mother's occupation, almost half or 48.31% of them were housekeepers, were cook (13.86%), were sari-sari store keeper (9.74%), and were in business (7.49%).

Generally, a good number of the fathers and mothers were marginal earners as they were engaged in fishing and housekeeping, respectively. This finding showed that the parents of the senior secondary students did not really have good sources of livelihood.

Table 3  
Parent's Socio-Economic Status as to Occupation

| Occupation             | FATHER    |             | MOTHER    |             |
|------------------------|-----------|-------------|-----------|-------------|
|                        | Frequency | Percent-age | Frequency | Percent-age |
| Business               | 11        | 4.12        | 20        | 7.49        |
| Teacher                | 3         | 1.12        | 13        | 4.87        |
| Small merchant         | 0         | 0           | 6         | 2.25        |
| Cook                   | 6         | 2.25        | 37        | 13.86       |
| Fish Vendor            | 1         | 0.37        | 12        | 4.49        |
| Sari-sari store keeper | 0         | 0           | 26        | 9.74        |
| Dressmaker/Tailor      | 5         | 1.87        | 12        | 4.49        |
| Driver                 | 28        | 10.49       | 0         | 0           |
| Fisherman              | 93        | 34.83       | 0         | 0           |
| Security Guard         | 12        | 4.49        | 0         | 0           |
| Housekeeper            | 0         | 0           | 129       | 48.31       |
| House helper           | 2         | 0.75        | 4         | 1.50        |
| Farmer                 | 14        | 5.24        | 0         | 0           |
| Brgy. Tanod            | 7         | 2.62        | 0         | 0           |
| Carpenter              | 16        | 5.99        | 0         | 0           |
| Watch repairman        | 5         | 1.87        | 0         | 0           |
| Insurance agent        | 1         | 0.37        | 0         | 0           |
| Salesman/lady          | 2         | 0.75        | 4         | 1.50        |
| Laborer                | 7         | 2.62        | 0         | 0           |
| Municipal Worker       | 7         | 2.62        | 0         | 0           |
| Pastor                 | 3         | 1.12        | 0         | 0           |

|                  |            |               |            |               |
|------------------|------------|---------------|------------|---------------|
| OW               | 15         | 5.62          | 0          | 0             |
| Baker            | 2          | 0.75          | 0          | 0             |
| Mechanic         | 3          | 1.12          | 0          | 0             |
| Police           | 2          | 0.75          | 0          | 0             |
| Electrician      | 2          | 0.75          | 0          | 0             |
| Plumber          | 2          | 0.75          | 0          | 0             |
| Deceased         | 6          | 2.25          | 1          | 0.37          |
| None             | 14         | 5.24          | 0          | 0             |
| <b>T O T A L</b> | <b>267</b> | <b>100.00</b> | <b>267</b> | <b>100.00</b> |

Other Sources of Income of the Parents. Table 4 mirrors the other sources of income of the parents to supplement the meager income coming from the main means of livelihood.

Table 4  
Parent's Socio-Economic Status as to Other Sources of Income

| Other Sources of<br>income | FATHER     |               | MOTHER     |               |
|----------------------------|------------|---------------|------------|---------------|
|                            | Frequency  | Percentage    | Frequency  | Percentage    |
| Consultant                 | 2          | 0.75          | 3          | 1.12          |
| Lending                    | 10         | 3.75          | 17         | 6.37          |
| Insurance Agent            | 3          | 1.12          | 5          | 1.87          |
| Beauty Products<br>Dealer  | 0          | 0             | 6          | 2.25          |
| Cook                       | 0          | 0             | 40         | 14.98         |
| Care-giver                 | 5          | 1.87          | 2          | 0.75          |
| Storekeeper                | 8          | 3.00          | 5          | 1.87          |
| Pensioner                  | 6          | 2.25          | 3          | 1.12          |
| Bakery owner               | 0          | 0             | 1          | 0.37          |
| Laundrywoman               | 0          | 0             | 5          | 1.87          |
| Carpenter                  | 18         | 6.74          | 4          | 1.50          |
| Fisherman                  | 19         | 7.12          | 0          | 0             |
| Fish Vendor                | 3          | 1.12          | 1          | 0.37          |
| Farmer                     | 16         | 5.99          | 8          | 3.00          |
| Driver                     | 10         | 3.75          | 4          | 1.50          |
| Motor rental               | 4          | 1.50          | 3          | 1.12          |
| Cosmetologist              | 0          | 0             | 2          | 0.75          |
| Brgy. Tanod                | 5          | 1.87          | 0          | 0             |
| Brgy. Councilor            | 1          | 0.37          | 0          | 0             |
| BHW                        | 0          | 0             | 1          | 0.37          |
| Construction Worker        | 1          | 0.37          | 0          | 0             |
| Mechanic                   | 1          | 0.37          | 0          | 0             |
| House helper               | 1          | 0.37          | 3          | 1.12          |
| Welder                     | 1          | 0.37          | 0          | 0             |
| Electrician                | 1          | 0.37          | 0          | 0             |
| Deceased                   | 6          | 2.25          | 1          | 0.37          |
| None                       | 147        | 55.06         | 153        | 57.30         |
| <b>T O T A L</b>           | <b>267</b> | <b>100.00</b> | <b>267</b> | <b>100.00</b> |

Among the fathers, the clusters of other sources of income included fishing(7.12%); carpentry (6.74%), farming (5.99%), driving (3.75%), and lending and storekeeping business, each with eight (3.00%). A lamentable fact was reflected showing that a good majority of these fathers, with 147 (55.06%), had no other means of livelihood. This implies that most of the fathers focus their attention only on their main occupation which is fishing.

The clusters of other sources of income of the 143 mothers included cooks (14.98%), lenders, (6.37%) and farmers (3.00%).

It could be seen that among the 267 mothers, a good majority, with 153 (57.30%), had no other means of livelihood.

It could be summarily stated that a number of the fathers and the mothers had other sources of income. However, it is still very pitiful to note that most of them had none. This finding implies that given the situation of having a child or children who are about to go to college, the parents are placed in a very difficult financial position considering that they have only marginal occupations. There is really a dire need, therefore, among them to have other sources of income.

Combined Monthly Family Income. The data on the combined monthly family income are shown in Table 5.

Table 5

Parent's Socio-Economic Status As To Combined Monthly Family Income

| Combined Monthly Family Income | Frequency  | Percentage    |
|--------------------------------|------------|---------------|
| P 25,000.00 and above          | 16         | 6.00          |
| 20,000.00 – 24,000.00          | 6          | 2.25          |
| 15,000.00 – 19,999.00          | 14         | 5.24          |
| 10,000.00 – 14,999.00          | 24         | 8.99          |
| 5,000.00 – 9,999.00            | 67         | 25.09         |
| 4,999 and below                | 140        | 52.43         |
| <b>TOTAL</b>                   | <b>267</b> | <b>100.00</b> |

The data disclosed that majority of the 267 parents, with 140 (52.43%), had a combined income of P4,999.00 and below. Only 60 (22.48%) had an income of P 10,000.00 and above. This finding showed that these families could hardly afford to send children to college especially nowadays that there is a constant increase of school fees and prices of prime commodities. This implies that there is really a dire need for an additional family income to answer the education needs of the children who are going to college.

Size of the Family. It could be gleaned in Table 6 that there were 131 (49.06%) of the respondents whose number in the family was six to 10, followed by 117 (43.82%), with three to five; 17 (6.37%), with 11-15; and two (0.75%), with 16 and above. The finding revealed that many of the respondents belonged to a big family. Going back to a combined family income of P4,999.00 and below, the data showed that the respondents senior secondary students did not have a good prospect to study in college as most of the family income would go to meeting home needs as food rather than that of higher education.

Table 6

Parent's Socio-Economic Status as to Size of the Family

| Size of the family | Frequency  | Percentage    |
|--------------------|------------|---------------|
| 3 - 5              | 117        | 43.82         |
| 6 - 10             | 131        | 49.06         |
| 11 - 15            | 17         | 6.37          |
| 16 and above       | 2          | 0.75          |
| <b>T O T A L</b>   | <b>267</b> | <b>100.00</b> |

### Course Preferences of the Senior Secondary Students

Table 7 reflects the summary of the courses preferred by the male and the female senior secondary students in the identified secondary schools in the municipality of Daanbantayan.

Male course preferences. The top ten courses being preferred by the male respondents are herein stated in order of the RWS, namely: Marine Engineering, with 105; Hotel and Restaurant Management (76), Automotive Mechanic (46), Nursing (45), Computer Science (42), Electrical Engineering (40), Computer Engineering (36), Electronics (32), Criminology (30) and Information Technology (28).

The findings signified that majority of the male respondents preferred courses which are masculine in nature and can easily make them go abroad. This implies that the male respondents want to earn a good income in dollars by going abroad. This is understandable considering that in Daanbantayan, going abroad by any means as becoming overseas seamen, domestic helpers, dancers, care givers, and others has become a by-word. This is because families which have members who go abroad have good financial conditions as shown by good houses, cars, and education.

Female course preferences. As for the female respondents, the top ten courses preferred, in the order of RWS, were: Nursing (165), Hotel and Restaurant Management (141), Computer Science (100), Elementary Education (49), Accountancy (51), Secondary Education (44), Commerce (38), Pharmacy (32), Tourism (28), and Information Technology (23).

The findings revealed that majority of the respondents preferred courses which are of global demand. This implies that students choose courses that warrant international employability still on the basic need to earn a good income, preferably in dollars, to improve the poor economic conditions of their respective families.

#### Reasons of Students for Course Preferences

In order to determine the reasons of the students for choosing the courses, the researcher presented ten choices. Table 8 shows the top ten reasons based on the AWM why the respondents opted to prefer the courses as indicated previously which were as follows, in the order of WM: The respondents really like the courses very much (9.14), the parents/guardians like the courses for them (6.66), the courses can make them go abroad and earn more (5.85), the courses can give very good salaries at present (5.64), the courses are in demand as of today (5.57), the respondents want to help the poor people (5.34), the courses are very much affordable and the respondents can graduate from such (5.17), the courses are also the friends' preferred courses (4.28), the school offering the course is near the homes of the respondents (3.73) and the respondents want to teach children (3.63).

### CONCLUSIONS

#### Profile of the Socio-economic Status of the Parents

On educational attainment, majority of the parents/guardians acquired the "grade six graduate" as to their level of education. This implies that there is a need to upgrade their knowledge by participating in livelihood skills development trainings or participating in non-formal education activities conducted by the government in order to obtain additional income through employment.

As to occupation, most of the fathers were fishermen and the mothers were housekeepers. This indicated that many of the parents did not have visible means of livelihood and consequently could not afford to send their children to college and pursue prestigious courses as law and medicine for these courses need a lot of money.

With respect to other sources of income, most of the respondents' fathers and mothers did not have supplemental means of livelihood. The fathers just focused their attention to their main means of livelihood which was fishing while the mothers were just plain housewives attending to the needs of their children and waiting for their husbands to come home from work.

As regards to combined monthly family income, 140 or 52.43 per cent had an income of only P 4,999.00 and below. This implies that most of the family's income falls below the poverty line; that fisherman families can hardly afford to send their children to college; that they need additional income to cope up with the daily expense needs. Thus, the course preferred by the student during his high school days is changed during college because of financial reasons. They opt to select a course which cost less and is affordable by their parents.

Regarding the size of the family, the data revealed that 131 or 49.06 per cent were composed of 6–10 members. This indicated that there was at least a minimum of six members in the family in which the respondents belonged. This further pointed out to the fact that many of the respondents belonged to big-sized families which could have affected their choice of careers.

### **Courses Preferred**

The foremost college courses preferred by the male respondents were Marine Engineering, Hotel and Restaurant Management, and Automotive Mechanic which were technological and service-oriented courses. The female respondents preferred Nursing, Hotel and Restaurant Management, and Computer Science which were also technological and service-oriented as the male's. The courses desired by both the male and the female respondents warrant employability after graduation since these courses are in demand as of today, here and abroad.

### **Reasons for the Course Preferences**

The main reasons why the respondents preferred the courses indicated were: The respondents like the courses very much, the parents/guardians like the courses for them, and the courses can make them go abroad. It was observed that the respondents were given due consideration by their parents in choosing their prospective careers for if not, it might lead to maladjustment in the field of study and work.

## **RECOMMENDATIONS**

Based on the findings, recommendations are herein indicated as:

1. Vocational guidance program must be made functional to give the secondary senior students the proper direction in the courses that they may take for employability and economic return;
2. Teachers of senior students must schedule field trips to establishments in the community and in the city to enable these students to experience actual work in the different offices and establishments and thereby serve as a motivator for their career choices;
3. The textbooks and references must be updated to give the students fresh and current information on the technological and scientific advancement which can assist them in choosing their careers; and
4. Individual and group counseling services must be offered to enable students and parents to clarify their feelings and values in life which are necessary for successful adjustments and appropriate decision-making.

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