

# DE LA SALLE UNIVERSITY

OCCUPATIONAL INTEREST AND MOTIVATIONAL PATTERNS OF DE LA SALLE  
UNIVERSITY STUDENTS AND THE RELATIONSHIP OF THESE  
FACTORS TO THEIR ACADEMIC ACHIEVEMENT

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## ABSTRACT

The primary purpose of this study is to find out whether there is a congruency between expressed and measured interest of students to shed more knowledge on the possible correlation between academic achievement (as measured by the student's grade point averages), measured interest, and motivation to achieve.

The study involved 303 Junior College students of De La Salle University enrolled in the Colleges of Arts and Sciences, Commerce, and Engineering. The Occupational Interest Survey and Trait Survey, two relatively new standardized tests obtained from Fund for Assistance to Private Education (FAPE), were administered to the respondents. These two instruments together with data on the Grade Point Averages of the respondents, obtained from the Business Office, were deemed sufficient to attain the objectives of the study. From these data, analysis specifically revolved around finding out whether: (a) there are differences between the characteristics of the respondents in terms of occupational interests and motivational patterns; (b) there is a congruence between the measured and expressed interest; (c) there is a congruence between the motivational patterns and expressed interests of the respondents; (d) occupational interest relate significantly to academic achievement; and (e) motivational patterns relate significantly to academic achievement.



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The chi-square was used to determine the congruency between measured and expressed occupational interest and the congruency between motivational patterns and expressed occupational interest. The t-test was used to describe the characteristics of students belonging to different colleges. The Pearson-r coefficient was used to correlate Occupational Interest Survey and Grade Point Averages and the Trait Survey with Grade Point Average.

As a whole, hypotheses 1 to 5 were accepted in that there was no significant relationships, except for hypothesis 6 which had a significant relationship but the correlation was very low which does not really say much.

Based on the three variables, the researchers found out that these variables are not the only determinants. There are several other factors that influence the responses of subjects in their occupational interests. Like for example, the sample size was too small which affects the correlation between two variables, therefore, a low to very low correlation was indicated.

Based on the problems mentioned, all three colleges came up with distinct profiles and characteristics. Commerce students inclination was towards Mass Communication and Performing Arts; Engineering students' inclination was towards Life Science Technicians; and Arts and Sciences students' inclination was towards Production and Construction Workers.

All the three colleges had a more or less similar trend in their pattern of achieving. The Purposive and Evaluative res-



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ponses were characteristics of the three colleges while Conceptual, Affective, and Instrumental were not characteristic of the three colleges.

The findings obtained seem to warrant the following conclusions: 1) Each college have developed their own distinguishing profiles although their expressed interests does not necessarily match with their measured interest; 2) Students taking up the three different fields shows almost the same motivational patterns. This concludes that motivational patterns may not necessarily determine that each group have a particular motivational patterns to be able to cope up with and to be a true breed of a particular occupation; 3) The results showed that all variables had no significant main effect on each other; 4) A slight significant relationship occurs between the three variables but the correlation indicates that the three variables cannot be explained simply because of its low to very low correlation; 5) Respondents from the college of Arts and Sciences have a greater interest compared to the other two colleges; 6) Interest patterns of De La Salle University students did not say much of their Grade Point Averages; 7) Motivational patterns has nothing to do with choice of college; and 8) One's measured interest does not reflect one's expressed interest.



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