

ABSTRACT

Author : REMULLA, MONINA ALONZO
Title of Thesis : Relationship of Occupational Aspirations and Reasons for Enrolling in Secretarial Course to the Academic Performance of First Year Students of De La Salle University-Aguinaldo, 1992-1993
Degree : Master of Arts in Education
Specialization : Administration and Supervision
Date Completed : July 1993

Objectives :

General:

To determine the relationship of occupational aspirations and reasons for enrolling in secretarial course to academic performance of first year students of De La Salle University-Aguinaldo, 1992-1993.

Specific: This study aimed to:

1. Find out the occupational aspirations of first year secretarial students of DLSU-Aguinaldo, 1992-1993.
2. Determine the reasons for enrolling in secretarial course.
3. Find out the academic performance of the first year secretarial students of DLSU-Aguinaldo.
4. Determine the differences in the level of occupational aspirations when they are grouped according to family income and parents' educational attainment.
5. Find out if there are differences in their reasons for enrolling in secretarial course when the

respondents are grouped according to family income and parents' educational attainment.

6. Determine the differences in academic performance when the respondents are grouped according to family income and parents' educational attainment.

7. Determine the differences in academic performance when the respondents are grouped according to reasons for enrolling in secretarial course.

8. Find out the differences in academic performance when the respondents are grouped according to occupational aspirations.

Methodology

Ss: 213 first year secretarial students of DLSU-Aguinaldo, 1992-1993.

Instrument: A questionnaire developed by the researcher.

Data Analyses

Mode, F-test or One-Way Anova, Chi-Square Test of Association were the main statistical treatments used to investigate the hypothesized relationship of variables.

Findings

The following findings resulted from the investigation:

1. The respondents had medium occupational aspirations for their first, second and third choices.

2. The reasons of most of the respondents for enrolling in Secretarial Course were: a) consider Secretarial Course as starting or stepping stone and b) failed in NCEE/wants easier course. Many of them said they wanted to find job at once and were encouraged by parents and friends or did not have enough money to support other course.

3. The respondents had low academic performance which was described as satisfactory.

4. The respondents had medium occupational aspirations for their first, second and third choices. They did not differ in their choice occupational aspirations when they were grouped according to family income and parents' educational attainment.

5. Their reasons for enrolling in Secretarial Course were not related to their family income and parents' educational attainment.

6. The respondents performed satisfactorily regardless of family income and parents' educational attainment.

7. The respondents had the same academic performance when grouped according to occupational aspirations.

8. The respondents had the same academic performance when grouped according to reasons for enrolling in secretarial course.

Conclusions

In the light of the above findings, the following conclusions were drawn:

1. The respondents had medium occupational aspiration. In their first choice of occupational aspirations most of them wanted to become businessmen. In their second and third choices, most of them would like to become secretaries. This imply that the respondents were practical because they aspire for occupations that were attainable. They may have realized the expenses they would incur in pursuing other course so that they aspired to become secretaries in their second and third choices.

2. The reasons of most the respondents in enrolling in Secretarial Course were failure in NCEE and considered secretarial course as starting or stepping stone for their success. The implication of this find-

ing is also the practicality of the respondents in terms of occupational choices.

3. The respondents performed low academically. This may imply that most of those who take secretarial course are those who have lower scholastic aptitude.

4. They had the same level of occupational aspiration regardless of family income and parents' educational attainment. This may imply that the respondents realized the financial capability of their family so that they aspire for courses that they can afford to finance.

5. The reasons of the respondents in enrolling in secretarial course were all practical that these do not relate to the aforementioned factors or variables.

6. Academic performance was not related to family income and parents' educational attainment.

7. Academic performance was not related to occupational aspiration and reasons for enrolling. This may be because the respondents still have that low regards for secretarial course that they were not motivated to strive for higher grades.

Recommendations

In the light of the findings in this study, the following are recommended:

1. The guidance counselors should include in

their guidance classes motivational activities that will encourage the student in setting up realistic level of aspirations. Teachers are also encouraged to include similar activities in their classes.

2. The teachers should encourage students to study very well the lessons in their academic courses since whatever skills they will learn in school will be of much help in their future occupations.

3. The school administrators should enrich curricular offerings and modernize the facilities so that students will learn better the needed skills that will help them in their future occupations.

4. Further studies may be conducted on the following topics:

A. Occupational aspiration and attitude toward secretarial course.

B. Relationship of IQ to occupational aspirations, reasons for enrolling and academic performance.

C. Relationship of occupational aspirations and performance of students enrolled in other prestigious courses.