

## Career Motivation of First Year CBAA Students of the University of Northern Philippines

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### Abstract

*The primary purpose of this study is to determine the relationships of the personal, socio-economic and school related factors and the level of career motivation of first year CBAA students of the University of Northern Philippines during the school year 2005-2006.*

*The researcher made use of the comparative-correlational method of research. It involved two hundred thirty nine (239) first year CBA students. A questionnaire on career motivation, delimited along goals and objectives, career priority, and career influence, was the main instrument used in this study.*

*Findings of the study revealed that majority of the first year CBAA student-respondents are females, generally obtained a 75 % CAT rating, graduated from public high school, middle children, and came from the barrios. Most of their parents are high school graduates only and are unskilled workers.*

*The "high" level of career motivation of the first year CBAA students is an indication of their strong desire to finish their course. Clearly, the student-respondents are really interested in engaging a business someday. They believe that the theories they learned in school would serve as an avenue in enhancing their capabilities, skills, and attitudes in pursuing their business careers.*

*The significant difference that exists between the BSBA and the Entrep group could be attributed to the high perceptions of the BS Entrep students compared with the lower assessments given by the BSB students. Another reason could be that though they are still freshmen, Entrep students are more exposed to the general education subjects. Further, entrepreneurial concepts are already discussed and presented to the Entrep students the fact that they have already their major subjects.*

*It was also found out that CAT rating and birth order are significantly correlated with career motivation. This means that students who obtained a low CAT ratings and only child in the family tend to display a high level of career motivation,*

## Introduction

### Background of the Study

It is often said that education is a catalyze of change and the school is tasked to educate the youth. Since the school is given the responsibility of educating the youth, the economic, social, moral and technical needs of the country should be given due consideration in the direction of the curricular offerings of the school.

If a country hopes to attain economic stability, then the government through its educational system must be concerned with the proper development of the youth's potentialities and talents that may be managed and used for their best advantage. The government must give incentives to the youth to further enhance their potent talents and skills particularly in the field of science and technology.

It is then a common observation that college life is but a critical stage in the life of students. It is when there is a need of preparation for a profession or a vocation to equip them for adult participation in the community.

The first year college presents the greatest challenge. It is the period of transition from high school to college which means that students have reached the stage in which they are capable of a greater degree of independence in thought and in action. It is a stage characterized by increased intellectual insights, emotional stability and self control.

According to Gacusana as cited by Molina (2004), every school of learning should assist each student in knowing himself as an individual and as a member of society and in learning about occupations, so that he may intellectually play and prepare in his career, in learning about technical opportunities to him and in discovering and developing creative and leisure interests.

Educational leaders agreed that instruction in schools should be made relevant to the student's needs and should meet the demands of the present times. Hence, students should be prepared for a life-work where they could fully utilize their abilities, talents and interests so that they could find self-satisfaction, success and self-fulfillment.

Corollary to this, a teacher, who works closely with students, is directly concerned with the students' success in school, his educational plans and his career choices. Undoubtedly, teachers greatly influence the learners that come his way through the years. It is within his power to inspire her students, to encourage them, and challenge them.

Therefore, it has always been the desire of educators that a nice choice of a career is deemed important to a student. It is at this juncture that the researcher would like to find out the level of career motivation of the first year CBAA students.

It is hoped that through this study, the faculty members, administrators, parents and guidance counselors will become aware of the motivational needs of these students and extend to them the necessary assistance towards decision-making especially in the present course where the students are enrolled.

Findings of this study would also give factual bases in formulating effective methods and techniques that would fit to the needs, interests, and abilities of the students, especially the freshmen, in motivating, directing, controlling and modifying their behaviors.

Furthermore, it helps the administrators in planning and formulating educational programs that would prepare students to make realistic career choices, which are relevant to the economic goals of the country.

### **Statement of the Problem**

The main purpose of this study is to determine the relationships of the personal, socio-economic and school-related factors and level of career motivation of the first year CBAA students of UNP during the school year 2005-2006.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of the following:
  - a. Personal Factors
    - > sex
    - birth order
  - b. Socio-Economic Factors
    - » Place of residence
    - > Parents' educational attainment
    - Parents' occupation
  - c. School Related Factors
    - > CAT rating
    - > type of high school graduated from

2. What is the level of career motivation of the respondents in terms of the following components:
  - a. goals and objectives,
  - b. career priority objectives, and
  - c. career influence?
3. Are there significant differences on the levels of career motivation of the four groups of respondents?
4. Are there significant relationships between the profile and the level of career motivation of the respondents?

### Scope and Delimitation of the Study

This study was conducted to determine the level of career motivation of the first year BSA, BSBA, BSCM and BS Entrep students of CBAA during the second semester of school year 2005-2006.

The independent variables used in this study are categorized into personal, socio-economic and school-related factors. On the other hand, the dependent variables include career motivation on goals and objectives, career priority activities, and career influence.

The researcher made use of a descriptive-correlational method of research. It involved 239 first year CBAA students. Questionnaire checklist was the primary tool used in gathering data needed for the study.

### Methodology

This section provides the research design, respondents of the study, data gathering instrument and statistical treatment of data.

**Research Design.** The researcher made use of the comparative-correlational method of research. The level of career motivation of the first year CBAA students was correlated with their personal, socio-economic and school-related factors. The differences on the levels of the career motivation of the four groups of respondents were also looked into.

**Population and Sample.** This study involved two hundred thirty nine (239) first year CBAA students enrolled during the second semester of School Year 2005-2006. In the search for a purposive outcome of the study, the researcher used the probability type of

sampling. This particularly involved the use of stratified random sampling technique to select sample students grouped by programs/degree. The distribution of the population and sample is presented in Table I below.

**Table 1. Distribution of the Population and Sample of the study**

Program/Degree	Population	sample (%)
BSBA	217	98
BSCM	43	39
BSA	50	48
BS ENTREP	56	54
As a Whole	366	<b>239</b>

**Data Gathering Instruments,** A questionnaire checklist was used in the collection of the data needed in this study. Part I is the student information questionnaire which elicited information regarding the personal, socio-economic and school-related factors.

Part II is the career introduction questionnaire counted of 22 items which elicited information regarding the respondent's level of career motivation along goals and objectives (8 items); career priority activities (6 items) and career influence (8 items). The said questionnaire was adopted from Remular (2000) and was used by Molina (2004) in her master's degree program.

**Statistical Treatment of Data.** The following statistical tools were used to analyze the data gathered in this study: frequency and percentages, weighted mean, analysis of variance, Scheffe's Test and Simple Linear Correlation Test.

## Results and Discussion

The data gathered were presented in tabular form, analyzed and interpreted in this section.

The frequency distribution on the profile of the respondents is summarized in Table 2.

## Career Motivation of First Year CBAA Students of UNP

Table 2. Socio-Demographic Profile of First Year CBAA Students

Variables	BSRA		CM		BSA		ENTRET		As a Male	
	F	%	F	%	F	%	F	%	F	%
<b>Personal Factors</b>										
<b>Sex</b>										
Male	66	67.3	28	71.8	32	66.7	13	61.1	19	66.5
Female	32	32.7	11	28.2	16	33.5	21	38.9	80	33.5
<b>Total</b>	<b>98</b>	<b>100.0</b>	<b>39</b>	<b>100.0</b>	<b>48</b>	<b>100.0</b>	<b>54</b>	<b>100.0</b>	<b>219</b>	<b>100.0</b>
<b>Birth Order</b>										
Eldest	24	24.5	10	25.6	18	37.5	11	20.4	53	26.4
Middle	45	45.9	15	38.5	20	41.7	23	42.6	13	43.1
Youngest	22	22.4	12	30.8	8	16.7	19	35.2	51	25.5
Only child	7	7.1	2	5.1	2	4.2	1	1.9	2	5.0
<b>Total</b>	<b>98</b>	<b>100.0</b>	<b>39</b>	<b>100.0</b>	<b>48</b>	<b>100.0</b>	<b>54</b>	<b>100.0</b>	<b>239</b>	<b>100.0</b>
<b>Socio-Economic Factors</b>										
<b>Place of Residence</b>										
Barrio	80	81.6	29	74.4	34	72.3	38	70.4	181	76.1
Poblacion	18	18.4	10	25.6	13	27.7	16	29.6	57	23.9
<b>Total</b>	<b>98</b>	<b>100.0</b>	<b>39</b>	<b>100.0</b>	<b>47</b>	<b>100.0</b>	<b>54</b>	<b>100.0</b>	<b>138</b>	<b>100.0</b>
<b>Fathers' Educational Attainment</b>										
No Schooling		1.0			3	6.4			4	1.7
Some Years in element	5	5.1	2	5.1	5	10.6	3	5.6	5	6.3
Elementary	16	16.3	6	15.4	10	21.3	13	24.1	45	18.9
Some years in high school	17	17.3	10	25.6	8	17.0	9	16.7	44	18.5
High school graduate	29	29.6	11	28.2	12	25.5	14	25.9	66	27.7
Some years in college	5	5.1	4	10.3	5	10.6	9	16.7	23	9.7
College duate	16	16.3	5	12.8		2.1	5	9.3	27	11.3
Finished graduate course	9	9.2		2.6	3	6.4		1.9	14	5.9
<b>Total</b>	<b>98</b>	<b>100.0</b>	<b>39</b>	<b>100.0</b>	<b>47</b>	<b>100.0</b>	<b>54</b>	<b>100.0</b>	<b>218</b>	<b>100.0</b>

Table 2 continued

Variables	BSBA		CM		BSA		ENTREP		As a Whole	
	f	%	F	%	f	%	f	%	f	%
<b>Mothers' Educational Attainment</b>										
No Schooling	7	7.1	2	5.1	6	12.5	3	5.6	18	7.5
Some Years in elemcn	20	20.4	7	17.9	19	39.6	12	22.2	58	24.3
Elementary	13	13.3	8	20.5	8	16.7	5	9.3	34	14.2
Some years in high school	30	30.6	11	28.2	5	10.4	26	48.1	72	30.1
High school duate	11	11.2	4	10.3	5	10.4	4	7.4	24	10.0
Some years in colle e	10	10.2	6	15.4	3	6.3	4	7.4	23	9.6
College graduate	7	7.1		2.6	1	2.1	-		9	3.8
Finished graduate course						2.1	-			.4
Total	<b>98</b>	100.0	<b>39</b>	100.0	<b>48</b>	100.0	<b>54</b>	100.0	<b>239</b>	100.0
<b>Fathers' Occupation</b>										
Professional	7	7.1		2.6	18	37.5	13	24.1	39	16.3
Semi-Professional	11	11.2	2	5.1	3	6.3		1.9	17	7.1
Skilled	35	35.7	17	43.6	13	27.1	25	46.3	90	37.7
Unskilled	45	45.9	19	48.7	14	29.2	15	27.8	93	38.9
Total	<b>98</b>	100.0	<b>39</b>	100.0	<b>48</b>	100.0	<b>54</b>	100.0	<b>239</b>	100.0
<b>Mothers' Occupation</b>										
Professional	17	17.3	3	7.7	8	16.7	8	14.8	36	15.
Semi-Professional	4	4.1	1	2.6	3	6.3			8	3.3
Skilled	11	11.2	5	12.8	2	4.2	10	18.5	28	11.7
Unskilled	66	67.3	30	76.9	35	72.9	36	66.7	167	69.9
Total	<b>98</b>	100.0	<b>39</b>	100.0	<b>48</b>	100.0	<b>54</b>	100.0	<b>239</b>	100.0

Table 2 continued

Variables	BSBA		CM		BSA		ENTREP		As a Whole		
	T	%	F	%	T	%	T	%	T	%	
<b>School Related Factors</b>											
<b>CAT Rating</b>											
75.00	5	5.1	9	23.1	.		16	29.6	30	12.6	
76.00	3	3.1	8	20.5	.		11	20.4	22	9.2	
77.00	6	6.1	8	20.5	.		9	16.7	23	9.6	
78.00	9	9.2	3	7.7	.		5	9.3	17	7.1	
79.00	9	9.2	6	15.4	.		4	7.4	19	7.9	
80.00	8	8.2		2.6	.		3	5.6	12	5.0	
81.00	8	8.2		2.6	.				9	3.8	
82.00	15	15.3		2.6	.			1.9	17	7.1	
83.00	6	6.1	.						6	2.5	
84.00	7	7.1	.						7	2.9	
85.00	7	7.1	.			8	16.7	1	1.9	16	6.7
86.00	10	10.2		2.6	11	22.9	2	3.7	24	10.0	
87.00	3	3.1	.			8	16.7	2	3.7	13	5.4
88.00		1.0	.			10	20.8	.	11	4.6	
89.00		1.0		2.6	3	6.3	.		5	2.1	
90.00					4	8.3	.		4	1.7	
91.00					1	2.1	.			.4	
92.00					3	6.3	.		3	1.3	
<b>Total</b>	<b>98</b>	<b>100.0</b>	<b>39</b>	<b>100.0</b>	<b>48</b>	<b>100.0</b>	<b>54</b>	<b>100.0</b>	<b>239</b>	<b>100.0</b>	
<b>Type of High School Graduated From</b>											
Public	75	76.5	33	84.6	34	70.8	38	70.4	180	75.3	
Private	23	23.5	6	15.4	14	29.2	16	29.6	59	24.7	
<b>Total</b>	<b>98</b>	<b>100.0</b>	<b>39</b>	<b>100.0</b>	<b>48</b>	<b>100.0</b>	<b>54</b>	<b>100.0</b>	<b>239</b>	<b>100.0</b>	

**Personal Factors**

On **Sex**, It is noted in Table 2 that majority of the respondents (159 or 66.50%) are females; while 80 or 33.50% are males. This is a manifestation that females dominate the educational institutions in the Philippine country today than their male counterpart.

On **Birth Orders**. Taken as a whole, most of the respondents (103 or 43.10%) are middle children.



### Socio-Economic Factors

**On Pince of Residence.** The majority (181 or 76.10%) of the first year CBAA students came from the barrios and only 57 or 23.90% came from the poblacion. The findings tend to suggest that students from the barrios usually resorted to study in nearby schools while some students from the poblacion are enrolled in Metro Manila or other prestigious schools.

**On Parents' Educational Attainment.** The highest number (66 or 27.70%) of fathers' educational attainment in CBAA is high school graduate only; while only 56 (18.90%) finished college. It is also noteworthy to mention that 19 (8%) have post-graduate studies. It can be concluded that the majority of the fathers had experienced schooling, however, they were until high school levels only.

On the other hand, the same trend can be observed with that of the mothers wherein most of them are also high school graduates only (72 or 30.10%); 34 or 14.20% have some years in college; 58 or 24.30% are college graduates and 18 or 7.5% have post graduate courses. It can be said that the mothers are more educated than the fathers.

**On Parents' Occupation,** Table 2 clearly manifests that both the fathers (93 or 38.90%) and mothers (167 or 69.90%) at the College of Business Administration and Accountancy are unskilled workers. This is parallel with the above findings wherein the majority of the parents are high school graduates only. This is also an indication that they receive low monthly income.

### School-Related Factors

**On CAT Rating.** The table vividly shows that 8 (3.40%) students from the BSA program obtained a CAT rating of 90% and above. Not one from the BSBA, CM and Entrep have obtained above 90% CAT rating. This is an indication that BSA program has the most rigid admission policy in the college which requires 85% and above CAT rating. On the other hand, one student each from BSBA and CM programs have obtained a CAT rating of 89%, while the highest rating obtained by two students from Entrep program is 87%.

Taken as a whole, the greatest bulk (30 or 12.60%) of student-respondents obtained a 75% of CAT Rating.

**On Type of High School Graduated From,** The majority of the BSBA (76.5%); CM (84.60%); BSA (70.80%) and Entrep (70.4%) students graduated from public high

schools. Considering that public schools collect cheaper tuition fees than private schools, parents also trust the quality of education the public schools provide to their students.

**Level of Career Motivation of First Year Students**

Reflected in Tables 3 to 5 are the item mean ratings showing the levels of career motivation of first year students in the College of Business Administration and Accountancy.

**Table 3. Item Mean Ratings Showing the Levels of Career Motivation of First Year CBAA Students Along Goals and Objectives.**

Goals and Objectives	BSBA		CM		BSA		ENTREP		AS A WHOLE	
	X	DR	X	DR	X	DR	r	DR	r	DR
1. To broaden my intellectual interest.	4.41	MI	4.26	MI	4.63	MI	<b>4.54</b>	MI	4.46	MI
2. To enhance my appreciation of art, music, and literature.	3.69	VI	3.79	VI	3.52	VI	<b>3.48</b>	VI	3.63	VI
3. To decide upon an occupation or career and develop the necessary skills.	4.39	MI	4.38	MI	4.65	MI	<b>4.74</b>	MI	<b>4.52</b>	MI
4. To increase my effectiveness in working with others and in getting along with different kinds of people.	4.18	VI	4.08	VI	4.29	MI	4.26	MI	4.21	MI
5. To develop my knowledge and interest in community and world problems.	4.21	MI	4.46	MI	4.31	MI	4.30	MI	4.29	MI
6. To help clarify my moral and ethical values.	3.94	VI	4.23	VI	4.08	VI	4.20	VI	4.08	VI
7. To acquire knowledge and attitudes basic to marriage and a satisfying family life.	3.44	VI	3.82	VI	3.71	VI	3.50	VI	3.57	VI
8. To acquire some background for further study in some professional or scholarly field.	4.02	VI	4.26	MI	4.23	VI	4.13	VI	4.13	VI
Average Mean	4.04	VI	4.16	VI	4.18	VI	4.15	VI	4.11	VI
Legend:	4.21 – 5.00	Most Important (MI)		1.81	2.60	Least Important (LI)				
	3.41 – 4.20	Very Important (VI)		1.0	1.80	Not Important (NI)				
	2.61 – 3.40	Moderately Important (Mol)								

**On Goals and Objectives,** It can be seen in the table that all the four groups of respondents perceived their career motivation along goals and objectives at a "very important" level. BSA group perceived to have the highest rating ( $\bar{X}$ =4.18) which described as "most important". These students believed that their present course serves as stepping stone in pursuing their career. On the otherhand, the item "to acquire knowledge and attitudes basic to marriage and a satisfying family life obtained the lowest rating ( $\bar{X}$ =3.57). This means that getting married is not their priority; they invest much of their time in studying their lessons and focus more on school-related activities.

**Table 4. Item Mean Ratings Showing the Levels of Career Motivation of First Year CBAA Students Along Career Priority Activities**

CAREER PRIORITY ACTIVITIES	BSBA		CM		BSA		ENTREP		AS A WHOLE	
	$\bar{r}$	DR	$\bar{x}$	DR	$\bar{I}$	DR	$\bar{x}$	DR	$\bar{I}$	DR
1. Teaching	3.74	GI	3.54	GI	3.98	GI	3.72	GI	3.75	GI
2. Research and Development	3.84	GI	3.87	GI	3.81	GI	3.63	GI	3.79	GI
3. Administration or management	4.03	GI	4.08	GI	3.81	GI	4.15	GI	4.02	GI
4. Service to patients or clients	3.49	GI	3.90	GI	3.31	GI	3.85	GI	3.60	GI
5. Personal service to an organization	3.58	GI	3.92	GI	3.83	GI	3.89	GI	3.76	GI
6. Business management or entrepreneurship	4.17	GI	4.31	GI	3.96	GI	4.70	GI	4.27	GI
<b>Average Mean</b>	<b>3.81</b>	<b>GI</b>	<b>3.94</b>	<b>GI</b>	<b>3.79</b>	<b>GI</b>	<b>3.99</b>	<b>GI</b>	<b>3.87</b>	<b>GI</b>

Legend:

4.21 --5.00	Has a greatest influence (if it plays a major part) GI
3.41 --4.20	Has great influence (if it plays a part significantly) GI
2.61 --3.40	Has moderate influence (if it plays a part moderately) MI
1.81 --2.60	Has little influence (if it plays a very little part) LI
1.0 --1.80	Has no influence (if it does not play any part) NI

Table 4 shows that it is only along "business management or entrepreneurship" (4.27) where the respondents "has a greatest influence to their career priority activities." Obviously, this could be because these students are presently enrolled in business education courses. This suggests that the students would really like to engage business or any entrepreneurial activity someday. The theories they learned in school would serve as an avenue in enhancing their capabilities, skills and attitudes as future businessmen.

Table 5. Item Mean Ratings Showing the Levels of Career Motivation of First Year CBAA Students Along Career Influence

CAREER INFLUENCE	BSBA		CM		BSA		ENTREP		AS A WHOLE	
	X	DR	X	DR	X	DR	X	DR	T	DR
1. It offers the best programs of my course.	4.10	GI	3.59	GI	4.33	Gel	4.39	Gel	4.13	GI
2. My parents, relatives and other family members wanted me to study in this school.	3.82	GI	4.00	GI	3.79	GI	4.35	Gel	3.96	GI
3. Most of my friends are enrolled in this school.	2.99	MI	3.33	MI	2.81	GI	3.33	MI	3.09	GI
4. Studying in <i>this</i> school gave me the chance to live away from home.	2.43	LI	3.15	MI	2.77	MI	2.48	LI	2.63	MI
5. It is the only school where I passed the entrance requirements.	2.20	LI	2.82	MI	2.13	LI	2.69	MI	2.40	LI
6. My teacher/guidance counselor in high school advised me to study in this school.	2.19	LI	2.79	MI	2.19	LI	2.70	MI	2.41	LI
7. The school provides a better opportunity for social development.	3.89	VI	3.56	GI	3.83	GI	4.28	Gel	3.91	GI
8. It can meet the academic competition in this school.	3.70	VI	3.31	MI	4.13	GI	3.80	GI	3.74	GI
Average Mean	3.17	MI	3.32	MI	3.25	MI	3.50	GI	3.29	MI
Legend: 4.21–5.00	Has a greatest influence (if it has a very great influence) Gel									
3.41–4.20	Has great influence (if it plays a part influence) GI									
2.61–3.40	Has moderate influence (if it has an average influence) MI									
1.81–2.60	Has little influence (if it has a very little influence) LI									
1.0–1.80	Has no influence (if it does no influence at all) NI									

The table vividly shows that item numbers 1, 2, 3, 7 and 8 "has great influence" to the career preparations of the respondents. The above findings indicate that their families want them to study in UNP. They believe that the University offers the best programs suited to the interests of their children and provides better opportunity for their psychosocial development.

Further, "little influence" was only given to item numbers 5 and 6. This would mean that the respondents also applied in other schools but finally, they decided to study in UNP. On the otherhand, though there were career placement programs conducted in their respective school where they were in fourth year high school, their teachers and guidance counselor remain to be fair as to what school they will enroll in college. The role of teachers and school administrators is only to assist and guide the students as to their school entrance requirements.

**Table 6. Summary on the Over-all Mean Ratings Showing the Level of Career Motivation of first Year CBAA Students**

COMPONENTS	BSBA		CM		BSA		BS ENT		ASA WHOLE	
	X	DR	T	DR	X	DR	X	DR	DR	T
1. Goals and Objectives	4.04	VI	4.16	VI	4.18	VI	4.15	VI	H	4.11
2. Career Priority Activities	3.81	GI	3.94	GI	3.79	GI	3.99	GI	H	3.87
3. Career Influence	3.17	MI	3.32	MI	3.25	MI	3.50	GI	M	3.29
<b>Overall Mean</b>	3.66	H	3.79	H	3.73	H	3.87	H	H	3.74

Legend:

4.21–5.00	Very High (VH)
3.41--4.20	High (H)
2.61 –3.40	Moderate (M)
1.81–2.60	Low (L)
1.0 -1.80	Very Low (VL)

The career motivation of first year CBAA students particularly along "goals and objectives" and "career priority activities" obtained a "high" levels as manifested by their overall mean ratings of 4.11 and 3.87, respectively. "Career influence", on the otherhand, obtained a "moderate" level (K=3.29) only.

Further, all the four groups of respondents have "high" levels of career motivation. Entrep group obtained the highest rating (K=3.87); while BSBA perceived to have the lowest career motivation (I=3.66).

Results of the One-Way Analysis of Variance on the Significant Difference in the Career Motivation of First Year CBAA Students are presented in Table 8.

**Table 7. Summary of One-Way Analysis of Variance on the Significant Difference in the Career Motivation of First Year**

<b>Components</b>	<b>F-ratio</b>	<b>F-Sig</b>
Goals and Objectives	1.737	.160
Career Priority Activities	1.480	.221
Career Influence	3.230	
<b>Overall Career Motivation</b>	<b>3.330</b>	<b>.020</b>

It can be deduced in Table 7 that by component, "career influence" showed a significant differences on the perceptions of the students. This was further subjected to Scheffe's Test to determine which pairs of group differed significantly.

**Table 8. Results of Scheffe's Test on the Level of Career Motivation of the First Year Students of CBAA in terms of Career Influence**

	<b>CM</b>	<b>BSA</b>	<b>ENTREP</b>
BSBA	.658	.916	.026°
CM		.904	.21
BSA			.271
ENTREP			

Table g shows that there exists a significant difference between BSBA and Entrep (.026). This could be attributed to the higher perception of the BS Entrep students compared with the BSBA students. In an interview conducted by the researcher to the Entrep students, they revealed that Entrepreneurship is really their first choice course. Some BSBA students disclosed that they were directed only to enroll BSBA course. Thus, Entrep students are more determined in their chosen course.

**Table 9. Results of Scheffe's Test on the Over-all Level of Career Motivation of the First Year Students of CBAA**

	<b>CM</b>	<b>BSA</b>	<b>ENTREP</b>
BSBA	.376	.787	.028°
CM		.918	.863
BSA			.420
ENTREP			

The same groups of respondents appeared to have a significant difference on their overall level of career motivation. This is found between BSBA and BS Entrep (.028). Probably, this is because the Entrepreneurship students are more exposed on actual business related activities. Although, they are still freshmen, they are already oriented on the proper entrepreneurial and managerial skills that a businessman should possess. Entrepreneurial concepts are already presented to them while the first year BSBA students are more exposed to General Education subjects.

**Table 10. Correlation Coefficients Showing the Relationship Between the Socio-Demographic Factors and Career Motivation of First CBAA Students**

Socio-Demographic	Goals & Objectives	Career Priority Activities	Career Influence	Overall Career Motivation
Sex	.004	-.082	-.036	-.052
	.951	.209	.576	.428
Cat Rating	.048	-.085	-.218	-.142°
	.460	.192	.001	.028
High School	.067	.086	.025	.073
	.302	.187	.700	.258
Birth Order	.025	.029	-.151	-.067
	.702	.651	.020	.306
Residence	-.003	-.072	-.085	-.078
	.960	.269	.193	.230
Father' Education	-.095	-.001	.064	.001
	.143	.987	.324	.986
Mother's Education	-.092	-.038	.011	-.043
	.157	.554	.867	.506
Father's occupation	-.047	-.021	.101	.034
	.473	.752	.118	.606
Mother's occupation	-.057	-.061	.087	.005
	.384	.349	.179	.935

Correlation is significant at the 0.01 level (2-tailed).

Correlation is significant at the 0.05 level (2-tailed)

The table vividly shows that CAT rating (- .218) is significantly correlated with career influence. This implies that students who have low CAT rating tends to display a high level of career influence. On the other hand, birth order (- .151) also appeared to be significantly associated with career influence. This means that those only child in the family shows high level of career influence.

Findings of this study support the findings of Molina (2004) that there exists a significant relationship between UNP-CAT rating and career motivation. On the other hand, Molina (2004) contradicts the result of the present study in a way that birth order was found out in her study not to be significantly correlated with career motivation.

Taken as a whole, among all the socio-demographic variables, only CAT rating (-142) is significantly correlated with the overall career motivation of the first year CBAA students of UNP. The relationship could be attributed to the fact that the UNP College Admission Test rating is a best help in determining what course the students shall take up or to pursue in college.

## **Conclusion**

In view of the above findings, the following conclusions are drawn:

1. The majority of the first year CBAA student-respondents are female, generally obtained a 75 % CAT rating, graduated from public high school, middle children and came from the barrios. Most of their parents are high school graduate only and are unskilled workers.
2. The "high" level of career motivation of the first year CBAA students is an indication of their strong desire to finish their course. Apparently, the student-respondents are really interested in engaging a business someday. They believed that the theories they learned in school would serve as an avenue in enhancing their capabilities, skills and attitudes in pursuing their business careers.
3. The significant difference that exists between the BSBA and Entrep groups could be attributed to the high perceptions of the BS Entrep students compared with the lower assessments given by the BSBA students. Another reason could be though they are still freshmen, Entrep students are more exposed to the general education subjects. Further, Entrepreneurial concepts are already discussed and presented to the Entrep students the fact that they have already their major subjects.
4. It was also found out that CAT rating and birth order are significantly correlated with career motivation. This means that students who obtained a low CAT ratings and only child in the family tend to display a high level of career motivation.

## **Recommendations**

In the light of the foregoing conclusions, the researcher recommends the following:

1. Career orientation program should be given to fourth year high school students in their respective schools for them to be guided accordingly in their chosen courses.



2. More programs and activities should be initiated by the college/guidance office so that the students will be assisted to the fullest especially in their academics.
3. The ckss advisers/high school guidance counsellors should inform to the graduating students on the importance of passing the college admission test so that they could enrol in the school/course they prefer.

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