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Readiness of Grade 12 Humanities and Social Sciences (HUMSS) Students in College: Ex-post Facto on Performance, Career-Goal and Potential Challenges

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Abstract — The study was conducted to assess the readiness of Grade 12 Humanities and Social Sciences (HUMMS) Students in college: Ex-post Facto on Performance, Career-Goal and Potential Challenges. Specifically, it attempted to scrutinize the academic performance of the respondents for the first quarter of SY 2021- 2022; construct the respondents' profile in their career goals; inquire from the respondents their potential challenges/ problems when they go to college; and come up with a proposed career plan for the respondents based on the findings of the study.
Results revealed that 9.87, 24.69, 39.50, 23.45, and 2.47 percent of the respondents belonged to the 90-100, 85-89, 80-84, 75 to 79 and below 75 grade scales, respectively. The most favored chosen career/ profession was 'Professional Teacher', with 22.2 percent of the class opted for it, followed by 'Criminologist' with 14.28 percent. 'Computer Programmer', 'Agriculturist', 'Musician', and 'Police officer' were the least chosen career/ profession. In the first ranking category of unknown/ potential challenges twelve were enumerated, topped by 'Financial difficulties' and 'Might find much difficulty in Math and Science', each obtaining a score of 18.5 percent. This was followed by 'Prolonged sickness in the family and Might not pass the college admission test', with a score of 11.1 percent each.
In the proposed career plan the following were suggested: (a) Only nine to ten percent of the respondents would take up any engineering degrees and computer science. (b) Twenty-four to twenty-five percent of the class may be advised to take up science-laden courses, (c) Thirty-nine to forty percent of the respondents may be encouraged to become a professional teacher, seaman, criminologist, police officer, or related college degree that do not deal so much mathematics and sciences. (d) Twenty-three to twenty four percent of the class may be persuaded to go for entrepreneurship or TESDA-certified livelihood course, and (e) Two to three percent of the class may be convinced to change their curriculum exit to employment.

Keywords — Readiness; HUMSS Students; Ex-post-Facto; Performance; Career Goal; Potential Challenges

I. Introduction

The readiness of Grade -12 students to pursue a tertiary education is largely linked to their scholastic performance. This is because the basic skills and knowledge learned provide the foundation upon which subsequent learnings at higher level can be based. By and large high school graduates are considered ready for tertiary education. Those who obtained a very satisfactory or

outstanding grades will have higher potential to perform well in college than those who just obtained the minimum passing grades. But academic performance is not the sole determinant of college readiness. Pitre and Pitre (2009) stated that to be able to successfully finish a college education, the student must possess sufficient academic and practical knowledge. From this viewpoint, there must be a number of information that could be effectively used as predictors or indicators of college readiness, especially information that come directly from the student. Career goal and potential challenges, for instance, might make good indicators of preparedness for college education. The ability of the student to relate or fit his scholastic ability to his chosen career/ profession could be partly a measure of his readiness. Similarly, the talent of the student to perceive possible challenges or impediments when he goes to college indicates perceptivity—a talent that would help put himself in a better position to smartly deal with problematic situations as they cross his way.

The Enhanced Basic Education Act of 2013 [RA 10533] states that one important policy of the State is to "give every student an opportunity to receive quality education that is globally competitive". To achieve this goal, the law provides that the Department of Education (DepEd) should work with the Commission on Higher Education (CHED) to craft harmonized basic and tertiary curricula for the competitiveness of Filipino graduates to ensure college readiness and to avoid remedial and duplications of basic education subjects.

Unfortunately and surprisingly, however, despite the extension of secondary education from four years to six years, and the implementation of a supposedly well-crafted K to 12 curriculum, the number of K to 12 graduates who could gain entry into a state university who administers entrance examination to college applicants is minimal. This discouraging observation boldly indicates that a number of the K to 12 graduates are not adequately prepared for tertiary education. How could the occurrence of this dismal situation be possibly diminished? One possible approach to alleviate the problem is to evaluate the readiness of Grade-12 students using some viable indicators, and the evaluation process should perhaps be done in early part of the school year to give the poor performer a chance to make necessary positive adjustments in order to improve their "readiness" status.

In view of the foregoing consideration, it is deemed a worthwhile educational endeavor to carry out a study which will attempt to evaluate the readiness for college of the Bunga NHS Grade-12 students of SY 2021-2022 using retroactively academic performance, and career-goals; and potential challenges as indicators.

1. The Senior High School [SHS) in Brief

A SHS student has four 'roads' to choose from with respect to what he/she prefers to do after high school. The 'roads' are called curriculum exits. The four exits are higher education, employment, middle-level skills development, and entrepreneur. Upon entering SHS as Grade 11 the student is required to identify/select his/her preferred curriculum exit. He/she can choose either

to pursue higher education (college), employment right away after graduation, further development of his technical and vocational skills, or run his own business enterprise.

2. College Readiness

Pitre and Pitre (2009) stated that college readiness refers to academic and practical knowledge required to be successful in college education. Conley (2008),(2010) suggested a four-component framework of college readiness. The components are (a) cognitive strategies which are the forms of academic behavior, such as reasoning, arguing and interpreting, leading to the enhancement of skills and capabilities essential for college work; (b) content knowledge which pertains to the academic discipline understanding that comprises English, Mathematics and Sciences; (c) academic skills/behavior which requires the students to take their own responsibility for learning and their application of content knowledge to solve problems; and (d) contextual skills which include an understanding of choosing a college and how it operates as a system.

3. Career Guidance Program

Aside from being taught about cognitive strategies, content knowledge, and academic behavior, the SHS learners are also introduced to the various professions and life choices, and at the same time being assisted in evaluating the skills and knowledge needed for their preferred profession so they could decide judiciously for themselves what career path to tread on in their adult lives. And since they are still young and inexperienced, they are provided with appropriate and effective guidance in choosing their future profession or career.

The term career guidance is defined in various ways across different countries and cultures. It is, however, generally used to refer to a set of interrelated activities aimed at assisting individuals to manage their educational and vocational lifepath. OECD (2004 a) stated that "career guidance refers to services and activities intended to assist individuals of any age and at any point throughout their lives to make educational training and occupational choices to manage their career."

Section 18 of RA 10533 states that career advocacy activities should be encouraged among secondary level students as these will help guide them in choosing the career tracks that they intend to pursue. Examples of those activities are provision of career information and experiences, advising, coordinating, and making referrals, career talks, career and job fairs, parent orientations, seminar-workshop on career decision making. In compliance with this provision of the law, the DepEd launched its Career Guidance Program. The program has eight modules each for Grade 11 and Grade 12.

4. Factors Affecting Student's Academic Performance

The factors influencing the academic performance of a student could be categorized into two major groups, namely: intrinsic and extrinsic.

5. Intrinsic Factors

Intelligence. A student who has the ability to perceive easily logical relationships and uses his knowledge to solve problems is commonly tagged as "bright". This kind of student is in a better position to earn good grades in school than one who lacks the ability described above. Nonetheless, not all bright students could always outperform the less bright ones as there could be extrinsic factors coming into play that might exert influence much greater than intelligence.

Sex. Several studies have shown that sex has a significant influence on the academic achievement of students. The results, however, were not consistent. The varied results could be due to variables other than sex which were not uniformly considered in the various studies conducted. Some researchers claimed that male students were better achievers than the females, while others disclosed that the females outperformed the males in the academic achievement. Still other workers suggested that sex has no marked effects on the academic performance of the students.

Another intrinsic factor influencing the academic performance of students is study habit (Aurora and Singh, 2017). In a similar study, Sibanda, et al. (2015) claimed that regular study, regular attendance, and assignment completion were highly influential factors for student's success.

6. Extrinsic Factors

Aurora and Singh (2017) found that family environment, teacher's expertise on the subject and effectiveness of teaching facilities were the major predictors of student's academic performance. They emphasized that teacher's expertise on the subject, ability to create interest in the subject as well as the motivation from parents and siblings played an important role in the student's achievement.

Another important extrinsic factors are socio-economic status [SES] and parents' education. These two have significant effects on students' overall academic achievement as well as achievement in the subjects of Mathematics and English (Farooq et al, 2011).

7. Statement of the Problem

The Bunga National High School produced its first batch of graduates at the end of School Year 2019-2020. It was highly possible that weeks or months before the graduation day or even after graduation, the school administrator, faculty member or parents did not have a clue or just even a hint as to whether the members of the graduating class were indeed equipped with the basic skills and knowledge needed for tertiary education.

The Grade 12 students of SY 2021-2022 are the prospective members of the third batch of K to 12 graduates of Bunga National High School. In this regard, can there be a way of determining more viably the readiness of these students for tertiary education using other indicators in addition to the usual one which is academic performance? Could academic performance, career-goal and

unknown/ potential challenges [problems currently non-existent but likely to be encountered in College] be viable predictors of the readiness of Grade-12 students for college?

This study aimed at evaluating the readiness of Grade-12 Humanities and Social Sciences (HUMSS) students of Bunga National High School for tertiary education, using retroactively academic performance, career-goal and unknown challenges as indicators; and to specifically answer the following questions:

1. What is the academic performance of Grade-12 students for the first quarter of SY 2021-2022?
2. What is the profile of the Grade-12 students in their career goals?
3. What are the possible or potential challenges of the students when they go to college?
4. What career plan can be proposed based on the findings of the study?

8. Significance of the Study

The information derived from this study would be valuable to its direct and indirect beneficiaries. The students and their teachers were the direct beneficiaries, while the school administrator and parents were the indirect recipients of the benefits. The benefits could be as follows:

1. Grade 12 Students. The students' awareness of their 'readiness' status as prospective college students could be improved. The poor academic performers might decide to improve their study habit or class attendance, while those who were getting impressive grades would strive to maintain their performance. In addition, the students might change their career goals if they would realize that their previous choices did not jibe or fit well to their scholastic abilities.
2. Teachers. Findings could motivate or push them to adopt teaching strategies that would alleviate the academic standing of failing students, such as conducting more special review classes; seeking support from parents in motivating their children to devote more time in their study; or encouraging the students to participate in all career advocacy activities of the school.
3. School Administrator/ Head. Working with the faculty members and parents, he could lead in formulating school rules or creating curricular activities which might in one way or another improve the readiness of the students for college.
4. Parents. They could carry out or perform a more frequent inquiry from the school administrator and teachers about his/her child's behavior and progress in school; they could also start brainstorming on the possible ways of confronting potential challenges as pointed out by their children.

II. Methodology

Research Design

The study followed the Descriptive Survey Design where a complete enumeration of the research subjects was done and sampling of respondents was purposive. The data or information gathered will focused more on the "what" aspect of the research subjects and were obtained from official school records or through survey questionnaire and personal interview.

Specifically, the data obtained from the respondents were pertinent to their academic performance, career-goal, and potential challenges they would likely encounter in college.

Research Environment

The research site of this study is the Bunga National High School (BNHS) situated in barangay Bunga, Baybay City, Leyte. At the time the study was carried out, the BNHS has a total of 28 faculty members, one school head and a clerk. It had an annual student population of approximately six-hundred students.

Research Respondents

The research respondents of this study were the Grade 12 Humanities and Social Science (HUMSS) students of the Bunga NHS for the School Year 2021-2022. The Grade 12 HUMSS class had only one section composed of thirty students, but three of them refused to be included in the study. The remaining is consist of sixteen males and eleven females with ages ranging from 17-21 years old.

Research Instruments

The instruments essential for the conduct of the study were students' grade sheet, career goal survey questionnaire and guide questions for the personal interview with the respondents regarding potential challenges when they go to college.

Research Procedures

The following steps were observed in the conduct of the study:

1. Approval of the Research Proposal and to Conduct the Study

Once the corrections and suggestions made by the thesis adviser for the improvement of the research proposal were integrated in the revision, approval of the proposal and to conduct the study was sought. When the thesis adviser gave the research proponent the go signal to conduct the study, the latter also secured a permission from the school to perform her study during off-hours, and to obtain from the school the needed official document. The career-goal survey questionnaire together with the proposal was submitted for approval.

2. Orientation of Student Respondents

To avoid violating the suggested health protocols or precautionary measures against the COVID-19 virus, the respondents were individually approached and briefed about the nature and purpose of the questionnaire they were asked to answer. They were encouraged to ask questions for clarification. They were also made to appreciate the importance of answering the questions to the best of their knowledge.

3. Answering of the Tools and Gathering of Data

After the orientation the survey questionnaire was given to each one of the respondents. The questionnaires were collected and the responses were later tallied/recorded. Varied answers to one question were separated from the answers to the other questions for an orderly analysis and interpretation.

4. Interpretation of Data

a. The numerical grades of the respondents in all their subjects and their respective average ratings were separated into five grade scales, each with a corresponding description as shown:

Grade Scale	Description
90-100	Outstanding
85-89	Very Satisfactory
80-84	Satisfactory
75-79	Fairly Satisfactory
Below 75	Did Not Meet Expectation

The frequency distribution was determined and percentages computed to fairly describe or project the academic performance of the respondents for the first quarter of SY 2021-2022.

b. Responses obtained from the career goal survey questionnaire were tallied and determination of the frequency distribution and percentages was done. From these data the profile of the respondents in their career goal was projected.

5. Conducting the Interview

Before starting the interview proper the respondent was requested to provide information regarding his parents' age, educational attainment and occupation; and the number of children in the family.

Each of the respondents was asked to mention/enumerate possible situations that might negatively affect his/her studies in college. More specifically they were asked to enumerate problems/challenges/concerns which they have not experienced or encountered yet as Grade 12 students. After giving at least three potential problems, the respondent was further requested to identify the first and second ranking problems based on their importance or impact.

6. Treatment of Data

The data on academic grades and career goals were expressed in simple percentages as indicated in step 4. The data about potential challenges in college were also computed in terms of frequency distribution and percentages; and then analyzed and discussed thematically.

III. Results and Discussion

The Academic Performance of the Respondents

The summary of grades in all subjects for the first quarter of school year 2021-2022 is shown in Table 1. It may be noted that failing grades were not reflected in the grade sheet. Another feature to be pointed out is that students who failed in one or more subjects were not given average ratings for the quarter. Five respondents obtained failing grades; one failed in two subjects, while each of the other four failed in one subject only. Only in three subjects namely, 'Practical Research 2', 'Filipino sa Piling Larangan' and 'Creative Non-fiction' where failures were noted.

Table 1. The grades of the Grade 12 respondents in all their subjects as well as their respective average grades for the first quarter of school year 2021-2022.

	SUBJECTS									
Respondent Number*	Philo. Of the Human Person	Understanding Culture Society and Politics	Physical Education and Health	English for Academics and Professional Purposes	Practical Research 2	Filipino sa Piling Larangan	Creative Non-Fiction	Disciplines and Ideas in the Social Sciences	Disciplines and Ideas in the Applied Sciences	Average Grade for First Quarter**
1	80	79	82	75	81	80	77	81	77	79.111
2	86	84	88	84	-	90	82	89	84	-
3	80	79	83	76	80	81	-	79	78	-
4	83	82	86	78	78	82	76	83	82	81.111
5	85	82	84	83	77	80	79	83	83	81.778
6	87	80	80	76	75	86	77	81	81	80.333
7	83	85	81	80	75	81	77	82	84	80.889
8	80	78	83	75	75	77	75	77	78	77.556
9	83	85	85	87	82	83	81	87	83	84.000
10	85	82	84	86	76	82	77	80	79	81.222
11	91	88	92	88	87	88	86	90	89	88.778

12	84	81	94	90	80	-	90	82	81	-
13	85	84	83	84	81	86	87	81	85	84.000
14	81	87	89	90	93	92	88	90	90	90.000
15	87	88	87	82	84	89	76	89	84	85.111
16	88	86	87	80	77	85	80	89	85	84.111
17	80	80	81	75	82	77	75	78	77	78.333
18	89	88	91	93	77	83	85	87	86	86.556
19	82	82	87	81	81	81	82	82	80	82.000
20	91	92	94	90	82	90	90	91	91	90.111
21	85	77	81	75	(73)	-	75	80	77	-
22	86	80	80	76	76	80	75	78	79	78.889
23	86	83	82	78	81	89	79	83	84	82.778
24	80	86	89	89	92	90	86	89	88	86.556
25	86	85	88	88	80	83	84	89	86	85.444
26	83	80	83	82	75	-	77	81	80	-
27	82	75	78	75	77	78	75	77	75	76.889

*Student names are replaced with respondent numbers to keep their identity confidential. Numbering does not follow the alphabetical order of names in the gradesheet.

** Students with failures not given their average grades.

The respondents performed quite well in ‘Introduction to the Philosophy of the Human Person’ wherein all of them obtained grades in the satisfactory level or better (Table 2). This performance was, likewise, nearly achieved in ‘Physical Education and Health’, where 96 percent of the class captured grades from the satisfactory level (80-84 grade scale) to higher grade scales. In contrast, it was in ‘Creative Non-fiction’ where a big percentage of the class (55%) garnered grades in the 75-79 grade scale or lower. This somewhat poor performance was almost duplicated in ‘Practical Research 2’, where 48 percent of the class was in the 75-79 grade level or lower. This results simply indicate that respondents were comfortable in the former two subjects, and a bit hard-up in the latter subjects.

The average ratings of those without failing grades ranged from 76-90, and based on the grade scale used, 87 percent was in the 90-100 level; 24.69 percent in the 85-89 level; 39.5 percent in the 80-84 level; 23.45 percent in the 75-79 level and 2.47 percent in the below 75 grade scale. Based on the available average ratings, the males had a better academic performance than the females. This result further supports the statement made in the first paragraph regarding the academic performance of the male and female respondents.

Table 2. The percentage distribution of grades in the various subjects and average ratings of the respondents for the first quarter of SY 2021-2022, based on the Grade Scale used in DepEd.

Subject	Grade Scale				
	90 to 100	85 to 89	80 to 84	75 to 79	Below 75
Introduction to the Philosophy of the Human Person	11.11	44.44	44.44	0.00	0.00
Understanding Culture, Society and Politics	3.70	33.33	44.44	18.52	0.00
Physical Education and Health	14.81	33.33	48.15	3.70	0.00
English for Academic and Professional Purpose	14.81	18.52	29.62	37.03	0.00
Practical Research 2	3.70	3.70	44.44	40.74	7.40
Filipino sa Piling Larangan	14.81	22.22	40.74	11.11	11.11
Creative Non-Fiction	7.40	18.52	18.52	51.85	3.70
Disciplines and Ideas in the Social Sciences	11.11	25.92	44.44	18.52	0.00
Disciplines and Ideas in the Applied Social Sciences	7.40	22.22	40.74	29.62	0.00
Average Percentage	9.87	24.69	39.50	23.45	2.47

The Profile of the Respondents in their Career Goals

The exit plan or curriculum exit of the research respondents varied, though about sixty-six percent of them opted to pursue higher education – meaning a college degree (Table 3). The exit plan that obtained the next highest entrants was entrepreneurship with about fourteen percent. Only about eleven percent and seven percent of the class, respectively, decided to pursue middle level skill development, and to seek employment. This data simply denote that majority of the respondents are interested in elevating their educational attainment by earning at least a college degree.

Table 3. The curriculum exit of the respondents, and the influences in the selection.

Curriculum Exit / Influences in the selection	Percent*
Curriculum Exit	
Pursue Middle Level Skill Development	11.11
Entrepreneurship	14.81
Pursue higher education	66.70
Employment	7.40

*Percentage of total respondents

The respondents varied widely in their selection of a career or profession. Of the twelve careers/professions chosen 'Professional Teacher' was the most favored with 22.2 percent of the class opted for it. The second most favored was 'Criminologist' with 14.28 percent. This was followed by 'Professional Nurse' and 'Veterinarian', each with a score of 11.1 percent. The least favored careers or professions were 'Computer Programmer', 'Agriculturist', 'Musician', and 'Police Officer'. Each of these was selected only by about 3 percent of the class. (Table 4).

Table 4. The career-goal/profession of interest of the respondents.

Career-goal or Profession of Interest	Percent*
Computer Programmer	3.7
Teacher	22.2
Lawyer	7.4
Criminologist	14.8
Veterinarian	11.1
Agriculturist	3.7
Engineer	7.4
Professional seaman	7.4
Marine biologist	3.7
Musician	3.7
Nurse	11.1
Police officer	3.7

*Percentage of total respondents

About seventy-eight percent of the respondents declared that for them, Mathematics was the most difficult subject [Table 5]. Other curricular subjects identified under the 'most difficult' category were Science, English, and Social Studies, though identified only by fewer members of the class. On the other hand, Filipino was tagged as the number one under 'easiest' category with 44 percent, followed by Music and Arts, and Technical Livelihood Education, with a score of 14.4 percent and 7.14 percent, respectively.

Table 5. The most difficult and the easiest subjects as identified by the respondents.

Subject		Percent*
Most Difficult	Science	11.1
	Mathematics	77.8
	English	7.4
	Social Studies	3.7
Easiest	Filipino	44.4
	Edukasyon ng pagpakatao	14.8
	Music and Arts	11.1
	Science	11.1
	Tech Livelihood education	7.4
	Mathematics	11.1

*Percentage of total respondents

1. *Asked to self-evaluate their 'readiness' for college, 51.8 percent of the respondents signified they were 'moderately ready' (Table 10). About 26 percent claimed to be 'highly ready'. At the extremes 3.7 percent declared 'very highly ready', and another 3.7 percent claimed 'uncertainty'.*

Table 6. The self-assessment on readiness for college rendered by the respondents.

Readiness for College	Percent*
Very highly ready	3.7
Highly ready	25.9
Moderately ready	51.8
Poorly ready	14.8
Uncertain	3.7

*Percentage of total respondents

From the career goal and related information gathered, the respondents could be viewed as a mixture of young males and females who differ in their aspiration and direction in life, as

revealed in their varying curriculum exits and chosen career or profession. More than fifty percent of them chose college degrees such as engineering, veterinary medicine, criminology, computer science, agriculture and professional seaman which require in their curricula quite a number of units in Mathematics and Sciences. About eighty-five percent of the respondents identified these disciplines as most difficult.

Findings clearly manifest the importance of knowing the career goal of Grade 12 students as early as the first quarter grading period or even earlier than this period. Knowing the career goal of SHS students *per se* may not directly improve their readiness for college, but would be highly beneficial to them, the school administrator, teachers, and parents if the profession or career being chosen is cross-checked or assessed alongside with their performance in all academic subjects so that an appropriate dovetailing of the chosen career and their academic abilities and skills could be achieved. No Grade 12 student, for instance, shall be advised or encouraged to take up engineering degree if he has poor mathematical ability, or to enroll in veterinary medicine or agriculture if he finds science subjects loathsome and difficult. For the average in intellect who cannot readily qualify for a college scholarship, financial capacity of the parents could also be an important consideration in guiding a Grade 12 student on what college degree/profession to pursue.

Cross-checking of career goal with academic performance, financial capacity of parents, and the general attitude of the student towards his studies should perhaps start in Grade 11 but not later than the first quarter in Grade 12.

Potential Challenges of the Respondents in College

Family-related Information

None of the mothers had finished college, and only 25.9 percent of them had finished high school. On the other hand, only 3.7 percent of the fathers graduated from college, and 25.9 percent of them had earned a high school diploma.

A great majority (81.5%) of the mothers were ordinary housewives, and 11.1 percent and 7.4 percent, respectively, were barangay health workers and vendors. On the other hand, the occupation of the fathers was distributed over a wide array of endeavors or livelihood, from a jobless to a farmer, to a fisherman, to a construction worker, factory worker to a tricycle driver, and others.

The Challenges

Based on the gravity of impact on the academic performance in college and the chances of their occurrence, the identified potential challenges, according to the perception of the respondents, were grouped into three categories, namely, the first and second ranking.

There were twelve potential problems enumerated as first ranking (Table 7). Topping the list were ‘Financial difficulties’ and ‘I might find much difficulties in Math and Science’ subjects, each obtaining a score of 18.5 percent. These were followed by ‘Prolonged sickness in the family’

and I might not pass the college admission test', both got a similar score of 11.1 percent. The other challenges only got scores ranging from 3.7 to 7.4 percent.

Table 7. The "first ranking category" unknown/potential challenges which may confront the respondents in college.

Challenge	Percent
1. Father is laid off from his job	7.4
2. Financial difficulties	18.5
3. Prolonged sickness in the family	11.1
4. Might find much difficulty in Math and Science	18.5
5. Might not pass the college admission test	11.1
6. Brother no longer works abroad	3.7
7. Mother might give birth to another child	3.7
8. Adjusting to a new academic environment	7.4
9. Family might migrate to another place for stable livelihood	3.7
10. I might fail in one or more subjects	7.4
11. Sister who supports me might get married	3.7
12. I might quit schooling to help parents earn money	3.7

In the 'second ranking' category fourteen potential challenges were suggested (Table 8). Among these, challenges number 1,2,5 and 7 obtained similar scores of 11.1 percent. The remainder got scores ranging from 3.7 to 7.4 percent.

Table 8. The second ranking potential challenges which may confront the respondents in college.

Potential Challenge	Percent
1. Parents discouraged of my academic performance	11.1
2. Financial difficulties	11.1
3.Uncle's support is cut-off	7.4
4. Parent's coconut trees might be seriously damaged by typhoon	7.4
5. Our small ricefield might be damaged	11.1
6. Mother might not be able to sustain her production of native delicacies	3.7
7. I might get bored/tired of schooling	11.1
8. I might get stressed in ROTC training	7.4
9. Benefactor withdraws his support	7.4
10. Prolonged drought might destroy our small cornfield	7.4
11. Father might lose his two carabaos for plowing	3.7
12. Boar servicing might be greatly reduced due to swine disease epidemic	3.7
13. Parents break their marriage	3.7
14. Father might lose his fishing net and pumpboat	3.7

When many of the respondents mentioned 'Financial difficulties' as a possible challenge to encounter as they go to college, they were reminded that the said challenge could not be considered as potential as it is felt or experienced by them at present in Grade 12 (Table 7). Most of them, however, reasoned out that while financial difficulty is existing with them at present, it could still qualify as potential because the need for money in terms of magnitude or amount may double or even triple when they will be already in college.

Actually a thorough going over of the tabulated list of potential challenges, it could be seen that regardless of their ranking category, they could be separated into two main groups: those that are money-related and those that are not. The former could further be classified as those that are directly related to money and those that are not. For purposes of this study, the money-related problems are those that arise because of lack of money, while challenges without any bearing on money matters are the ones categorized as problems not related to money. Challenges considered as directly related to money are those whose occurrence or existence have an immediate negative effect on the financial status of the family. On the other hand, the potential problems considered as indirectly related to money are those that arise or exist as aftermath of financial hardship.

Examples of money-related challenges as presented in Table 11 and 12 are: 'Father is laid off from his job', 'Prolonged sickness in the family', 'Benefactor withdraws his support', 'Parents' coconut trees might be seriously damaged by typhoon', and 'Our small rice field might be

destroyed by flood'. All these five are directly related to money because the occurrence of any of these will always have a negative effect on the family's financial situation and, hence, money for school-related needs will be diminished. The examples of problems that are indirectly related to money as can also be read from the same table are: 'I might quit schooling to help my parents earn money', 'Adjusting to new academic environment', 'I might get stressed during the ROTC training', 'Family might migrate to another province for a better livelihood'. For a student to quit schooling in order to help his/her parents earn money indicates that the family is economically hard-up. 'Adjusting to new academic environment' could also become problematic when there is only a scanty available money to buy books, uniforms, laptops, and other costly items required of a student by the college or university. Physically stressed during ROTC instruction could be due to an inborn weakness of the cadet, but it could also happen when the cadet joins the training with an empty stomach because he has no money to buy food. Migrating to another province to look for a dependable livelihood could likewise be driven by money scarcity in the family.

Examples of potential problems also found in the same table, that are not related to money are: 'I might find difficulties in Math and Science subjects ', 'I might not pass the college admission test', 'I might get bored/tired of schooling', 'I might fail in one or more subjects', and 'Parents are discouraged of my academic performance'. All of these could be largely imputed to the respondent's intellectual capacity and attitude towards studying in school. Very likely many of the respondents who suggested these are the ones who signified that they are not yet well-prepared to enter college (Table 8). The disclosure of these potential challenges by the respondents is of great significance because these are clear indications that at present some of them already feel and appreciate that their academic preparation is inadequate for them to enter college and earn a degree. This sort of revelation could serve as a clarion call to all concerned to respond and address appropriately the unwholesome situation so that the concerned respondents could be rescued effectively from an academic downfall, and make them better prepared to enter college and earned the degree they desired most.

From the above findings it could be boldly declared that identification of potential challenges or knowing in advance of potential challenges by Grade 12 students who plan to pursue higher education is advantageous. The money-related challenges are useful information to be considered by the parents in their financial planning and budgeting. It behooves upon the parents, after being made aware of the financial concern of their children who will soon graduate from SHS, to strive for more cash income, and to make necessary adjustment in their savings and expenditure schedule to ensure that money for the college education of their children is available. The non-monetary challenges, on the other hand, which are mostly in this study academic in nature will inspire and motivate further the school administrator and faculty to ever improve their strategies and approaches to imparting knowledge to their students. Of course the academic-related challenges should not be taken as the sole concern of the school authorities. Parents must be involved in instilling in the minds of their children the need for austerity patience, hardwork, good study habit, and determination to be able to earn a college degree.

Similar to knowing the profile of Grade 12 students in their career goal, anticipating and identifying potential challenges in college *per se* may not markedly improve the student's readiness in college, but when the identified potential problems are outright attended to, and pre-emptive solutions are implemented, the chances of a Grade 12 student to enter college and earn a degree are greatly enhanced.

Proposed Career Plan

The following proposed career plan is based on the facts obtained from the study, such as on the average about 26 percent of the respondents were in the 75-79 and below 75 grade scales (Table 2), more than 50 percent had chosen careers/professions which require a good foundation in mathematics and science (Table 4), but more than 80 percent of them declared they found Math and Science as difficult subjects (Table 5);

One important assumption being considered in the proposal is that present situation and circumstances do not change, that is, the academic performance of the respondents remain the same, school authorities do not beef up efforts to improve the foundation knowledge of the respondents, and financial status of the parents does not improve.

Anchored on the foregoing facts and assumptions, it is proposed that:

a) Only nine to ten percent of the respondents would take up any engineering degrees and computer science. They constitute the cream of the class as they attained 90-100 grade scale or 'Outstanding' status. Financial resources of the parents may not be an impediment here because they could easily qualify for a scholarship.

b) Twenty-four to twenty-five percent of the class may be advised to take up science-laden courses such as Veterinary Medicine, Agriculture, Nursing, and Law. Law is not science-oriented profession but it requires a quick-witted person. This 24 percent represents those who obtained an average rating in the 85-89 grade scale or (Very Satisfactory). In this regard, parents must be made aware of and prepared for the financial aspects.

c) Thirty-nine to forty percent of the respondents may be encouraged to become a professional teacher, seaman, criminologist, police officer, or related college degree that do not deal so much mathematics and sciences. This group of the respondents belongs to the 80-84 grade scale or Satisfactory level. In this regard the parents must also be prepared for the financial requirements.

d) Twenty-three to twenty four percent of the class may be persuaded to go for entrepreneurship or TESDA-certified livelihood course; which is mainly concerned with manipulative skills such as welding, culinary, electrician, etc. These skills are greatly demanded. This fraction of the respondents belonged to the 75-79 grade scale or fairly satisfactory level. Financial support from parents is not so much of a problem, because TESDA Livelihood program is free.

Two to three percent of the class may be convinced to change their curriculum exit to either employment or pursue higher skill development. These respondents belonged to the below 75 grade-scale or 'did not meet expectation' in their academic performance.

IV. Conclusion

From the findings of the study, the following conclusions can be drawn:

a. The respondents vary in their academic performance, career goal, as well as in the assessment of their readiness for college.
b. Knowing the career goal of the student per se may not directly improve his readiness for tertiary education, but cross-checking or fitting it with their academic performance would allow the school authorities, in consultation with the parents and students to cope up with a more realistic career plan.
c. Encouraging Grade-12 students to identify potential problems which they might encounter in college is advantageous in three ways: (a) it will help the school administrator and faculty to provide solutions to whatever school-related challenges are identified; (b) it will help the student realize his inadequacy, thus would endeavor to reform himself so his readiness for tertiary education will be enhanced; and (c) if the problem is financial, the parents could improve their income-generating capability

V. Recommendations

a. Cross-checking of career goal with the academic performance of the student should start as early as Grade-11. This activity shall be complimented with counseling sessions where academic-related problems could be ironed out.
b. Parents should be made aware of the money-related potential problems identified by their children.

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