

# **ASPIRATION AND COLLEGE READINESS OF SENIOR HIGH SCHOOL STUDENTS DURING THE NEW NORMAL EDUCATION**

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A Basic Research  
Presented to the

Regional Research Committee of DepEd  
Regional Office (DepEd ROV)  
Rawis, Legazpi City

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**CY 2023**

## **Abstract**

**PURCIL, J. F. & GOZO, J. F.** “ASPIRATION AND COLLEGE READINESS OF SENIOR HIGH SCHOOL STUDENTS DURING THE NEW NORMAL EDUCATION”. (Unpublished BERF-Funded Research, Schools Division Office of Catanduanes, September 2024).

This study determined the aspiration and college readiness of Senior High School (SHS) students in San Andres East and West Districts during the New Normal Education. Specifically, this study answered the questions: (1) What is the profile of the Senior High School students in terms of (a) sex, (b) age, (c) monthly family income, (d) number of family members, (e) SHS track, (f) SHS strands, and (g) school? (2) What is the Senior High School student's level of aspiration in the new normal education? (3) What is the Senior High School student's level of college readiness in the new normal education? (4) How significant is the difference in the student's level of aspiration and college readiness when grouped according to profile? (5) How significant is the relationship between the student's level of aspiration and college readiness? The respondents (n=405) accomplished the already validated survey questionnaire, adopted to the study of Cuy and Salinas (2019). Employing the descriptive-correlational research design, the study found that students have high aspirations ( $M = 3.93$ ), with a strong desire to achieve academic and career goals despite challenges. However, their overall college readiness ( $M=3.78$ ) varies, influenced by socioeconomic factors, SHS track, and school affiliation. In addition, findings revealed that while age and family size have no significant impact, gender, family income, SHS track, SHS strand, and school affiliation significantly influence both aspiration and college readiness. The female students, students from higher-income families, students in academic tracks, and those attending schools with higher readiness scores tend to have higher aspirations and are more ready for college. Moreover, the study revealed a highly significant positive

correlation between aspiration and college readiness ( $r = 0.808$ ;  $p = 0.000$ ). The findings highlight the need for specific interventions to support students, particularly those from low-income families and those in the TVL track. The following recommendations were proposed based on the findings of the study: strengthen the TVL curriculum, address socioeconomic disparities, enhance academic and career counseling, and promote a high-aspiration culture in schools. By implementing these recommendations, educators and policymakers can better support students in achieving their aspirations and transitioning successfully to higher education.

## Acknowledgement

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-JPF Purcil

-J. Gozo

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## **Introduction of the Research**

Education has long been seen to improve social mobility and change people's lives in society (Bereketeab, 2020) and it is a mechanism for empowering everyone to contribute to a diverse and pluralistic world (Idris, Hassan, Ya'acob, Gill, & Awal, 2012).

According to Falcon (2015), every student's true ambition is to earn a college education and a college degree, as it can serve as a passport to their future and life success and it gives students the opportunity to pursue their passions, broaden their sociocultural experiences, and develop more promising careers. Every student must acclimatize to the transition from high school to college in pursuing a college education.

The pre-university education system in the Philippines is the K to 12 Program which covers 13 years of education from kindergarten to Grade 12 which brings the Philippines' education system in line with the rest of the world (Explore: The education system in the Philippines, August 6, 2021). The implementation of the K to 12 program began in the 2012-2013 academic year. It includes Kindergarten and 12 years of basic education (six years of primary education, four years of junior high school, and two years of senior high school (SHS) to allow mastery of concepts and skills, development of lifelong learners, and preparation of graduates for tertiary education, middle-level skill development, employment, and entrepreneurship (Clemen, Ali, Abdulmadid, & Jabbar, 2021).

In view of this, different tracks were offered in Senior High School: Academic, Technical- Vocational Livelihood, Sports, and Arts and Design. The Academic Track includes four strands: Accountancy, Business and Management (ABM); Humanities and Social Sciences (HUMSS); Science, Technology, Engineering and Mathematics

(STEM); and General Academic Strand (GAS). The Technical- Vocational Livelihood (TVL) track also includes four strands: Agri Fishery Arts; Home Economics; Information and Communications Technology (ICT); and Industrial Arts (Gozo, 2022).

The K to 12 program, widely regarded as the biggest educational reform in the nation, aims to provide Filipino students with the knowledge and abilities they need to be ready for the challenges of the twenty-first century. The following 21st-century skills are expected of SHS graduates at the end of the program: (a) learning and innovation skills; (b) effective communication skills; (c) information, media, and technology skills; and (d) life and career skills that are in demand as part of the international standards (DepEd Order No. 21, s.2019 Policy Guidelines on the K to 12 Education Program).

After redesigning the basic education system in the Philippines to require 12 years of study instead of the previous 10 years, the Department of Education (DepEd) graduated its first class of senior high school graduates in 2018. However, there is a need to look into how prepared these graduates are for college because certain reports paint a troubling image of how K to 12 children are performing. According to the Program for International Student Assessment (PISA) assessment, the Organization for Economic Co-operation and Development (OECD) average is 487 points, whereas the Philippines scored an average of 340 points, ranking them 79th worldwide in reading competence. Even worse, compared to the OECD's 489 points, Filipino students performed poorly in science and mathematics, scoring 353 and 357 points, respectively (Paris, 2019). Moreover, the Philippine Institute for Development Studies (2020) found that some senior high school students in the Philippines did not acquire the fundamentals of literacy and numeracy, especially English language proficiency.

The academic performance of K to 12 students was also evaluated by Almerino et al. (2020), in the study "Evaluating the Academic Performance of K-12 Students in

the Philippines: A Standardized Evaluation Approach”, utilizing the Scholastic Abilities Test for Adults (SATA) to measure the competencies of the K to 12 students in (a) STEM, (b) ABM, (c) HUMSS, (d) GAS, and (e) TVL, under six subtests of (i) nonverbal reasoning (NV), (ii) quantitative reasoning (QR), (iii) reading vocabulary (RV), (iv) reading comprehension (RC), (v) mathematical capacity (MC), and (vi) mathematical applications (MA). The SATA is a standardized instrument that measures the cognitive and psychological factors thought to underlie academic competence and the skills closely associated with academic accomplishment (Bryant et al., 1991). A descriptive analysis was used to draw inferences on the data. Two factors were considered in the study: (i) K to 12 program type and (ii) SATA subtest. As a result, the STEM and the ABM groups obtained above-average scores in most of the subtests. The HUMSS and the GAS groups obtained average scores in most of the subtests. The TVL group obtained below-average scores in most of the subtests.

The SHS curriculum prepares students for college/university life as well as careers in business and industry (Bidwell, 2014). In recent years, individual goals and their implications for future-oriented behavior have gotten a lot of attention and many students from different backgrounds are likely to develop high aspirations that are not related to their school performance. Bernard and Taffesse (2012) summarized aspirations as a subset of an individual’s beliefs, preferences, and capacities relevant to one’s future.

Academic aspirations may be influenced by both internal and external factors. Academic factors influencing students’ academic aspirations are compounded by family, school and personal factors including social support, academic self-concept, and perceptions of the university environment. It is difficult to separate a student’s academic performance and achievement from her/his academic aspirations as the

aspirations serve as motivation for achievement. Academic persistence may also be influenced by social support as students who have a strong social support system are better able to face the challenges in their journey to achieve their academic goals. A student's self- concept may influence his/her academic program and course decisions and this, in turn, may affect his/ her grade point average and preparedness for university (Othman et al., 2013).

According to Sarmiento and Orale (2016), in their academic research journal entitled: "Senior High School Curriculum in the Philippines, USA, and Japan", the K to 12 Program in the Philippines address flaws in the country's basic education curriculum and the proponents of the K12 program claims that the curriculum is seamless, ensuring a smooth transition between grade levels and a continuum of competencies.

When a learner goes from high school to college, they must make a lot of changes. In many cases, students move away from home and embark on a new life chapter—both academically and personally. It's crucial for parents and teachers to understand why college readiness is important so that they can better prepare students for a successful college experience even before enrollment. A high school student's college readiness is the set of talents, behaviors, and knowledge that they should have before entering in their first year of college (What is College Readiness, 2021).

Multiple studies show that college readiness improves a student's chance of completing their degree. But the impact is even bigger than that. To have a properly skilled workforce that matches the expectations of the 21st century, high school graduates must be college and career-ready, according to a report by American College Testing (The Condition of College Readiness, 2019).

College preparedness necessitates both intellectual and practical abilities. To some experts, solving problems, working in a group, and being resourceful are all equally vital to acquiring mathematics and reading. While many universities rely on a student's high school GPA or ACT/SAT scores to assess college preparedness, there are numerous signs or "soft talents" that teachers can look for. These soft skills are Time Management, Critical Thinking, Communication, Networking, Goal Setting, Collaboration, and Problem – Solving.

The level of preparation required for a student to enroll in and succeed in a credit-bearing general education course at a postsecondary school that offers a bachelor's degree or transfer to a baccalaureate program without remediation is known as college ready. The term "succeed" refers to a student's ability to complete entry-level courses at a level of understanding and skill that allows them to consider taking the next course in the sequence or the next level in a subject area. When compared to the usual freshman course, this conceptualization is calibrated against what recent research has come to characterize as "best practices" entry-level courses (Conley, Aspengren, Gallagher, & Nies, 2006a, 2006b; Conley, Aspengren, Stout, & Veatch, 2006).

However, COVID-19 likely made the transition from high school to college difficult. The COVID-19 pandemic has posed tremendous economic, social, and political concerns across the world. It has resulted in an educational crisis in addition to the health catastrophe. Eighty- seven percent of the world's student population was impacted by lockdowns and quarantines, and 1.52 billion students were forced to miss school or other educational institutions (UNESCO Learning Portal, 2020). COVID-19's suddenness, ambiguity, and volatility forced the educational system to react quickly to the changing learning environment.

Together with four other countries, the Philippines has kept its schools closed nationwide since the COVID-19 pandemic forcing students to enroll in distance learning modalities. Learning loss, mental distress, missed vaccinations, and heightened risk of drop out, child labor, and child marriage are the associated consequences of school closures (UNICEF, 2021).

The Philippines Department of Education (DepEd) introduced distance learning modes in response to the COVID-19 pandemic to assure learning continuity. The Basic Education–Learning Continuity Plan was created by the Department of Education in response to the new normal. The goal of this plan is to keep children, instructors, and staff safe. It also plans to provide high-quality distant learning using self-learning modules. These are available in digital formats, as well as on radio, television, and online media (Alternative Education: Online Learning Under the New Normal, 2021). DepEd Catanduanes adapted the Modular Distance Learning Modality as its Basic Education Learning Continuity Plan.

The Department of Education, on the other hand, recognizes the difficulties in providing alternative learning modes to the 27.7 million learners enrolled in basic education. Poor-performing and underprivileged students may fall farther behind due to the constraints of remote learning and unequal access to resources (Bridging the learning gaps in the time of COVID: Exploring Teaching at the Right Level with the Philippine Department of Education) (n.d.).

During the pandemic, people started to face a new, uncertain, and rapidly changing situation. The sudden surge of coronavirus infections has caused fear and anxieties among numerous groups of people, including students. As mentioned by Bhattacharya, Sinha, Bhattacharya Sajal, & Poddar (2021), the aspirations of students of getting their dream job, seeking admission in a prestigious institution, and becoming

economically independent are also affected by the pandemic situation. Mintz (2021) also mentioned that the pandemic has added an extra layer of panic to the already stressful times that high school can bring. With the future cloaked in uncertainty and no classroom environment to spark inspiration, many students may find their motivation to learn dwindling.

Furthermore, when typhoon Rolly wreaked havoc in 2020, the Bicol region, as one of the most prone areas to typhoons, experienced the worst distance learning. After typhoon Rolly devastated the region, Ku (2020) reported on Bicol students' struggles with distance learning. Aside from other typhoon-related problems, the loss of power and intermittent mobile signals made distance learning more challenging for Bicol students. The sequence of typhoons not only caused physical destruction, but also had a psychological impact on individuals, especially students.

Because of these challenges, it is necessary to measure the aspirations and college readiness of the Senior High School students in the New Normal Education. In this undertaking, the researchers determined the aspirations and college readiness of Senior High School students in San Andres District, Catanduanes.

## **Literature Review**

### ***Overview of the Basic Education during New Normal***

The country's education system has changed dramatically as a result of the coronavirus disease 2019 (COVID-19) pandemic, which has caused a public health emergency. To prevent the virus from spreading and reduce infections, most countries around the world have temporarily closed educational institutions. More than 1.2 billion students around the world have been affected by this closure, including more than 28 million in the Philippines (UNESCO, 2020). DepEd, on the other hand, is committed to ensuring that basic education services to its students and the general public are always available (DepEd Order No. 032, s. 2020).

The Philippine Department of Education (DepEd) adopted a Learning Continuity Plan (LCP) to protect the safety and well-being of students, teachers, and staff as well as the continuity of learning in response to the added obstacles in education brought about by the COVID-19 pandemic. The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a key part of the overall budget package for K-12 that seeks to address funding stability for schools while providing information at the local educational agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year. The provisions for the plan were approved by the Governor and Legislature in June in SB 98 and can be found in EC Section 43509 (Learning Continuity and Attendance Plan, n.d.).

These circumstances paved the way for schools to use a variety of learning delivery methods, including blended learning, distance learning, and homeschooling, to adapt to local health conditions and access to specific learning platforms. However, this abrupt change has created issues in Catanduanes, particularly for students without access to technology. The pandemic caused people to adopt online learning, which



expanded the divide between those who had connectivity and those who did not. Due to access and internet availability, it has been difficult for teachers and students to maintain academic interest.

Considering the limitation on connectivity, the concept of flexible learning emerged as an option for online learning especially in higher institutions in the Philippines. Flexible learning focuses on giving students choice in the pace, place, and mode of students' learning which can be promoted through appropriate pedagogical practice (Gordon, 2014). The learners are provided with the option on how he/she will continue with his/her studies, where and when he/she can proceed, and in what ways can the learners comply with the requirements and show evidence of learning outcomes (Alexander, 2010).

The term "distance learning" became trendy as it refers to a method of teaching in which the teacher interacts with students who are located far away from the classroom. Modular Distance Learning, Online Distance Learning, and TV/Radio-Based Instruction are the three types of this modality (Quinones, 2020).

### ***Challenges of Senior High School Students during Pandemic***

The COVID-19 pandemic struck as high school seniors who were headed to college were finishing up one chapter of their lives and were ready to begin a new one. A student's senior year is often the highlight of their high school experience. Seniors this year are concerned about finishing their degrees. They are concerned about meeting the requirements and being adequately prepared for college admission. This brought out uncertainties of how their future will be even when they are safe in their homes. According to Thomason (2020), since it is difficult to foresee what will happen in the upcoming months, even for the experts, students' future is also unknown; for those wanting to attend college, there are still a lot of unanswered questions.

The study of Locion et al. (2022) uncovered the struggles of students with regards to the new learning modality as a result of the pandemic; COVID-19. Some students experience barriers especially doing online classes in their own homes, such as noise, doing chores, and lack of motivation. Some are not used to the new learning set-up, and they only try their best to adapt to this as soon as possible. Not only with education prior but some also faced mental health struggles as an effect of the change of learning practices. Furthermore, most of the informants have comparable replies to the many issues they have experienced. In sum, the results uncovered the different challenges and struggles that these students faced with the new learning modality and how these affected their performance.

These difficulties only serve to demonstrate how the pandemic influences their perceptions of the pandemic's negative effects on their futures. In an EmpowerK12 survey of 2,500 public charter school students in the study of Meghjani (2021), high schoolers' responses indicated that they were the least confident in their ability to succeed during distance learning compared to students in other grade bands. They described experiencing a range of challenges associated with distance learning such as lack of motivation, difficulty managing distractions at home, or lack of structure. Many high school students faced unexpected challenges during the pandemic. They struggled to remain engaged in school and may have experienced subsequent learning loss and increased stress and anxiety. Graduating seniors found they had to reevaluate their plans for the future: some decided not to attend college and others who intended to join the workforce may have been unable to find jobs. Meghjani stressed that being college or career ready after high school can eventually result in a greater income and better standard of living. It will be crucial to assess the academic needs of high school students

and keep an eye on the pandemic's long-term effects of the pandemic to make sure that all students have access to these opportunities.

### ***Aspiration of Senior High School Graduates in pursuing College***

Attitude change, especially raising aspirations, has been a focus of policy in education for many years. In recent years, individual's aspirations have received increased attention and their consequences for future-oriented behavior. Many students from different backgrounds are likely to develop high aspirations that are not related to their school performance (Cummings et al., 2012).

Attending college is a much wanted but difficult ambition for many children, especially the minority and those coming from low-income families. Studies on aspirations and expectations provide a way to understand the gap between what children desire and what they expect to happen. Aspirations are sometimes expressed as desires or hopes and relatively stable beliefs (Elliott, 2008). It summarizes a subset of an individual's beliefs, preferences, and capacities relevant to one's future. Fraser and Garg (2011) explained that educational aspiration reflects educational goals an individual sets for himself/herself. It is important as it encourages and energizes the individual to achieve them.

According to Espinoza et al. (2018), there is a consistent correlation between family income and students' educational aspirations and preparedness for higher education. Individuals from more wealthy backgrounds tend to aim for prestigious universities and display higher academic readiness, attributed to enhanced access to resources, private tutoring, and extracurricular activities. Conversely, students from lower-income families often face financial obstacles that restrict their academic readiness and aspirations.

Gao & Eccles (2020) emphasized in their study that having college-associated career aspirations has long-term implications for adolescents' education and career attainment. However, important precursors of adolescents' career aspirations, such as academic motivation and performance, decline during middle school and high school, leaving college-associated career aspirations at risk. They found out that higher academic subjective task values and parent education level predict less probability of lowering one's aspirations, whereas no variable was found to uniquely predict the probability of increasing one's aspirations. Findings suggest that the development of career aspirations exhibits significant heterogeneity in adolescence. Future studies should investigate the association between the patterns of career aspiration and long-term career outcomes.

The National Office for School Counselor Advocacy (NOSCA) defined College Aspirations as building a college-going culture based on early college awareness by nurturing in students the confidence to aspire to college and the resilience to overcome challenges along the way and maintain high expectations by providing the necessary supports, building social capital, and conveying the conviction that all students can succeed in college (Eight Components of College and Career Readiness Counseling, 2010).

### ***College Readiness of Senior High School Students***

Most students who are aiming to complete their education and get ready for the workforce have a college education and a college degree as their goal. For them, college education serves as a springboard to better possibilities and a higher quality of life in the future. However, transitioning from high school to college is a change which every student must contend with, especially when a pandemic just happened.

Graduating high school students across the nation are faced with deciding whether to continue their education or enter the workforce. Many seek higher education to improve career opportunities and gain economic prosperity and social mobility (Blackwell & Pinder, 2014).

As COVID-19 swept the country, the pervasive uncertainty caused many people to second-guess major life decisions, including the decision to attend college. Quattrocchi (2021) mentioned that students didn't have opportunity to visit campuses thus, lacked college readiness, confidence about their decision and their next steps.

The transition from high school to college is a major one. In many cases, students move away from home and embark on a new life chapter—both academically and personally. It's crucial for parents and teachers to understand why college readiness is important so that they can better prepare students for a successful college experience even before enrollment. Multiple studies show that college readiness improves a student's chance of completing their degree. But the impact is even bigger than that. According to a report by American College Testing (ACT), high school graduates need to be college- and career-ready to have a properly skilled workforce that meets the demands of the 21st century.

True college readiness requires both academic and real-world skills. In fact, the ability to solve problems, work in a team, and be resourceful are viewed by some experts as equally important to mastering mathematics and reading. So, while many colleges use ACT/SAT scores or a student's high school GPA to measure college readiness, there are other indicators or "soft skills" that teachers can look for (What is College Readiness, 2021).

Various studies have been conducted to determine college readiness. According to Nagaoka, Farrington, Roderick, Allensworth, Keyes, Johnson, and Beechum (2013),

non-cognitive characteristics (a combination of behaviors, abilities, attitudes, and tactics) are critical to students' success in college education, in addition to academic knowledge.

College readiness is important to degree completion. A student's chances of completing a college degree increase if they are prepared for it. It narrows racial and family economic disparities in tenacity and degree completion. In order to ensure students' college readiness, Conley (2010) created four-part paradigm of college readiness: 1) cognitive strategies which are the forms of academic behavior leading to the enhancement of skills and capabilities essential for college work; 2) content knowledge pertains to the academic disciplines understanding that comprises English, Mathematics and Sciences; 3) academic behavior which requires the students to take their own responsibility for learning; and 4) contextual skills which include an understanding of choosing a college and how it operates as a system and a culture and financial aid programs.

Readiness in college necessitates an understanding of what it means to be "college ready". It is the level of students' preparedness without remediation that they need to succeed in college (Conley, 2010). Mueller & Gozali-Lee (2013) stated the factors contributing to lack of readiness in college and career: academic readiness and preparedness, expected behavior and attitudes, and college and career knowledge.

College readiness is necessary to be measured to ensure the likelihood of success in tertiary education. According to the ACT Policy Report 2013, using multiple measures of college readiness helps inform students' likelihood of college success. Using multiple measures is generally more beneficial for predicting students' chances of college success than using a single measure. For example, HSGPA likely measures aspects of both the cognitive and noncognitive components of college readiness,

including academic behaviors. ACT scores, on the other hand, more directly measures the cognitive knowledge and skills needed for college success. But, because of the large disparities between high schools in their grading practices and the rigor of their courses, simply earning higher grades in high school is insufficient to guarantee that students will be successful in college. A high-ranking or high HSGPA student from one school could differ substantially from a high-ranking or high HSGPA student from another school in his/her preparedness for college-level work. (Readiness Matters: The Impact of College Readiness on College Persistence and Degree Completion, 2013).

In the study of Cuy and Salinas (2019), the Senior High School students' level of aspiration and level of readiness in pursuing college degree at the University of Perpetual Help System Laguna, Binan Campus was determined. The study employed descriptive- correlational design. The findings showed a very high level of aspiration and high level of readiness in pursuing a college degree. Also, it was found out that female respondents who belonged to Humanities and Social Sciences (HUMSS) strand had higher level of aspirations than male respondents, and those who belonged to HUMSS had higher level of readiness than those who belonged to other strands of academic track. It was concluded that the respondent's aspirations were a strong predictor of their readiness in pursuing a college degree.

With the various challenges experienced by the students specially during the pandemic which brought major concerns in the education context, this study determined the level of aspirations and the college readiness of Grade 12 learners at San Andres District, Catanduanes.

## Research Questions

This study focused on determining the level of aspirations and college readiness of Grade 12 Senior High School Learners at San Andres District, Catanduanes.

Specifically, this study answered the following questions:

1. What is the profile of the Senior High School students in terms of:

- a. sex
- b. age
- c. monthly family income
- d. number of family members
- e. SHS track (TVL or Academic)
- f. SHS strands

### *Academic Strands*

- i. Accountancy, Business and Management (ABM)
- ii. General Academic Strand (GAS)
- iii. Humanities and Social Sciences (HUMSS)
- iv. Science, Technology, Engineering, and Mathematics (STEM)

### *Technical-Vocational Livelihood (TVL) Strands*

- i. Agri- Fishery Arts (AFA)
  - ii. Home Economics (H.E.)
  - iii. Information and Communications Technology (ICT)
  - iv. Industrial Arts (IA)
- g. school
- i. Cabcab National High School
  - ii. Codon National High School
  - iii. Lictin Integrated School



- iv. Manambrag National High School
  - v. Maygnaway National High School
  - vi. San Andres Vocational School
2. What is the Senior High School student's level of aspiration in the new normal education?
  3. What is the Senior High School student's level of college readiness in the new normal education?
  4. How significant is the difference in Senior High School student's level of aspiration and college readiness when grouped according to profile?
  5. How significant is the relationship between the respondent's level of aspiration and level of readiness?

### **Research Hypotheses**

1. There is a significant difference in the Senior High School student's level of aspiration and college readiness when grouped according to profile.
2. There is a significant relationship between the Senior High School student's level of aspiration and level of readiness.

### **Scope & Limitation**

This study focused on determining the Aspiration and College Readiness of Grade 12 Senior High School Students in the New Normal Education. In determining the aspiration and college readiness of the respondents, this study adopted and utilized the validated research questionnaire of Cuy and Salinas (2019). Moreover, this study covered the analysis of the differences in the level of aspiration and college readiness when grouped according to profile and the analysis of the relationship between the respondent's level of aspiration and college readiness. Specifically, the respondents of

this study were the 405 randomly selected Grade 12 Senior High School Students who are officially enrolled on the School Year 2023-2024 from Six (6) High Schools at San Andres District, Catanduanes namely: Cabcab National High School, Codon National High School, Lictin Integrated School, Manambrag National High School, Mayngaway National High School, and San Andres Vocational School.

## Research Methodology

### a. Sampling

This study involved a total of 405 randomly selected Grade 12 Senior High School students from San Andres District of the Catanduanes Division. The sample size was determined using Slovin's formula and the respondents were chosen using stratified random sampling method for proportional representation. Following that, a simple random sampling procedure was used to come up with the final list of respondents. Of these, 222 students were from the Academic track, distributed across ABM (16), GAS (44), HUMSS (131), and STEM (31). Meanwhile, 183 students were from the TVL track, comprising HE (67), ICT (33), and IA (83). Respondents came from six schools: Codon NHS (17), Cabcab NHS (44), Lictin NHS (24), Manambrag NHS (49), Maygnaway NHS (56), and San Andres Vocational School (215).

Table 1  
Sample Size

School	Academic ( <i>n</i> )					TVL ( <i>n</i> )				Over-all
	ABM	GAS	HUMSS	STEM	Total	HE	ICT	IA	Total	
Codon NHS	3	4	7	0	<b>14</b>	3	0	0	<b>3</b>	<b>17</b>
Cabcab NHS	0	8	8	0	<b>16</b>	19	9	0	<b>28</b>	<b>44</b>
Lictin NHS	4	0	8	0	<b>12</b>	12	0	0	<b>12</b>	<b>24</b>
Manambrag NHS	0	16	16	0	<b>32</b>	4	0	13	<b>17</b>	<b>49</b>
Maygnaway NHS	0	4	19	3	<b>26</b>	9	0	21	<b>30</b>	<b>56</b>
SAVS	9	12	73	28	<b>122</b>	20	24	49	<b>93</b>	<b>215</b>
<b>Total</b>	<b>16</b>	<b>44</b>	<b>131</b>	<b>31</b>	<b>222</b>	<b>67</b>	<b>33</b>	<b>83</b>	<b>183</b>	<b>405</b>

## **b. Data Collection**

A survey in the form of a questionnaire was used to gather the needed data. It was distributed to all Senior High Schools in the San Andres District while ensuring that the minimum health protocol was followed.

The Likert scale questionnaire contain three parts, the first part contains the respondents' personal information, the second part include the indicators in determining the respondent's level of aspiration, and the third part include the indicators as to the respondent's level of college readiness during the New Normal Education. The indicators as to the level of aspiration and college readiness were adopted to the study of Cuy and Salinas (2019).

### ***Ethical Issues***

The researchers asked permission from respective authorities and concerned personnel before the actual gathering of data for ethical considerations. The respondents were given the option of getting in or out of the study at any moment if they are uncomfortable with the process. They were also given an option to choose whether they wish to reveal their identity during the data collection process or not. All information provided by the respondents was held confidential. Aside from that, the researchers made certain that this study is devoid of plagiarism or research misconduct, and that the data collected were accurate.

Under Paragraph IV, Special Provisions of Research Ethics of DepEd Order No. 16, 2017, education research heavily focuses on learners and their immediate environment. Thus, researchers observed the highest ethical standards. Similarly, research managers should uphold ethical principles in evaluating and implementing research proposals to protect the learners and communities. This includes ensuring confidentiality in handling data of respondents and providing consent forms when

necessary. Thus, researchers referred to the DepEd Child Protection Policy (DepEd Order No. 40, s. 2012) as reference for interacting with learners.

Meanwhile, same ethical principles for face-to-face data collection were observed during remote collection in terms of minimizing the risk of harm considering the public health measures due to COVID-19 pandemic, obtaining informed consent and assent, protecting anonymity and confidentiality, avoiding deceptive practices, and providing the right to withdraw. Based on the Regional Memorandum 228, s. 2020, informed consent and assent should be obtained from the participants before the conduct of the study, and they must understand the goal of the research and the potential risk and benefits of taking part. Participants should have the option to ask questions and should be made to understand that participation is voluntary. Furthermore, the participants should be given the right to ask the researcher to delete their records, and the researcher should conform to such requests where reasonable.

The Data Privacy Act of 2012 plays a crucial role in addressing research ethical issues related to the collection and use of personal data in research studies ensuring that their rights to privacy and data protection are respected throughout the research process. The Act also emphasizes data anonymization or pseudonymization to safeguard the identities of individuals involved. Researchers shall implement appropriate security measures to protect personal data from unauthorized access and data breaches. Moreover, the Act reinforces the principle of data minimization, encouraging researchers to collect only the necessary and relevant information for their research objectives.

By adhering to the provisions of the Data Privacy Act, the researchers ensured the ethical practices of research, fostered public trust, and upheld the rights and confidentiality of the research participants.

## **Discussion of Results and Recommendations**

### ***Profile of the Respondents***

The demographic profile of the 405 students from the Senior High School (SHS) who are participants in this study based on their sex, age, monthly family income, number of family members, SHS track & strand and school is presented in Table 2.

Based on the table, the male respondents (55.8%) were slightly more than females (44.2%) and most of the respondents (59.8%) corresponds to the age group of 16-17 years while 40.2% were 18 years old and above.

The most significant result was that most of the respondents were living in a socio-economic context characterized by a financially challenged family. Nearly all (90.62%) came from homes earning less than P20,000 per month and thus representing a largely low-income community among them. At the same time, large family sizes were frequently reported with more than six members accounting for 41.5%. These aspects imply that many participants were faced with socio-economic hurdles.

Cummings et al. (2012) and Gao & Eccles (2020) also emphasized the socio-economic factors that influence students' aspirations and educational outcomes, particularly among low-income students.

In terms of academic tracks, there was almost an equal split between Academic (54.8%) and Technical-Vocational Livelihood (TVL) tracks (45.2%). In SHS Strands, Humanities and Social Sciences (HUMSS) strand had the highest popularity rate at 32.3% followed by Industrial Arts (IA) strand at 20.5%. The remaining strands such as Home Economics (HE), General Academic Strand (GAS), Science, Technology, Engineering and Mathematics (STEM), ABM Strand (Accountancy, Business, & Mathematics), have different levels of representation.

Table 2  
**Respondent's Profile**

Profile		Frequency	Percentage
<b>Sex</b>	Male	226	55.8%
	Female	179	44.2%
<b>Age</b>	16 – 17 y/o	242	59.8%
	18 and above	163	40.2%
<b>Family Monthly Income</b>	Above 30,000	6	1.50%
	20,000 – 30,000	32	7.90%
	Below 20,000	367	90.62%
<b>Number of Family Members</b>	More than 6 Family Members	168	41.5%
	4 to 6 Family Members	211	52.1%
	Less than 4 Family Members	26	6.40%
<b>SHS Track</b>	Academic	222	54.8%
	TVL	183	45.2%
<b>SHS Strand</b>	STEM	31	7.70%
	HUMSS	131	32.3%
	ABM	16	4.00%
	GAS	44	10.9%
	HE	67	16.5%
	CSS	33	8.1%
	IA	83	20.5%
<b>School</b>	Lictin IS	24	5.90%
	SAVS	215	53.1%
	Cabcab NHS	44	10.9%
	Codon NHS	17	4.20%
	Maygñaway NHS	56	13.8%
	Manambrag NHS	49	12.1%

***Level of Aspiration of Senior High School Students  
During New Normal Education***

Table 3 shows the mean score of senior high school students in terms of perceived importance of the thirteen indicators of the level of aspiration. Overall, the respondent students had high (M=3.93) expectations in all parameters with the weighted mean ranging from 3.62 to 4.30. The respondents stated that they aspire to do their best to achieve their goals (with the highest mean score of M = 4.30). They also aspire to do well in school to fulfill their dreams (with the second highest mean score of M = 4.16). In addition, they aspire to finish college regardless of obstacles (with the third highest mean score of M = 4.13)". The lowest mean score of 3.62, despite being at High Level of Aspiration, was for the statement that "they aspire to achieve a high general weighted average". Such implications point to the argument that senior high school students do not despair despite the new normal education moulding their learning systems and flow.

Table 3  
**Level of Aspiration of Senior High School Students  
During New Normal Education**

<b>Indicators</b> <i>I aspire to...</i>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. do well in school to fulfill my dream.	4.16	High (A)	2
2. enjoy my college years before assuming adult responsibilities	3.70	High (A)	11
3. achieve a high general weighted average.	3.62	High (A)	13
4. decide on what career I want to pursue.	3.98	High (A)	7
5. explore new ideas.	4.00	High (A)	5
6. acquire a well-rounded general education	3.64	High (A)	12
7. obtain skills I need to pursue my chosen career	4.04	High (A)	4

8. discover what kind of person I really want to be	3.96	High (A)	8
9. consistently do my schoolwork well	3.84	High (A)	9
10. do my best to achieve my goals.	4.30	High (A)	1
11. finish college regardless of obstacles	4.13	High (A)	3
12. develop a personal code of values and ethics	3.79	High (A)	10
13. be confident of my academic abilities.	3.99	High (A)	6
<b>Over-all</b>		<b>3.93</b>	<b>High (A)</b>

*Adopted to Cuy and Salinas (2019)*

### ***Level of College Readiness of Senior High School Students During New Normal Education***

Table 4 presents the level of college readiness of senior high school students during New Normal education. Results indicate a generally high level ( $M=3.78$ ) of college readiness among the students, with a weighted mean ranging from 3.41 to 4.03. The highest mean score of  $M = 4.03$  was recorded wherein the respondents said that “they have the distinct desire to be successful in college”. This was followed by the mean score of 4.01 with the statement that “they have clear goals” and that “they set clear achievement goals for themselves”. While most indicators fell under the "high" category, the statement that the “they are quick to get things done” obtained a "neutral" rating of 3.41. These findings suggest that while senior high school students exhibit positive attributes for college success, there is still room for improvement in terms of time management and efficiency.



Table 4  
**Level of College Readiness of Senior High School Students  
During New Normal Education**

<b>Indicators</b> <i>In pursuing college...</i>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>	<b>Rank</b>
1. I have clear goals.	4.01	High (A)	2.5
2. I can handle change well.	3.58	High (A)	13
3. I am quick to get things done.	3.41	Neutral (N)	15
4. I take care of myself and can handle uncertainty.	3.75	High (A)	9
5. I can manage my time well.	3.57	High (A)	14
6. I have done some serious thinking about career options.	3.76	High (A)	7
7. I have a distinct desire to be successful in college.	4.03	High (A)	1
8. I am self- disciplined (if something needs to be done, I do it in a timely manner).	3.68	High (A)	12
9. I take responsibility for my decisions for I am a good decision maker.	3.74	High (A)	10
10. I am optimistic about my future.	3.88	High (A)	5
11. I set clear achievement goals for myself.	4.01	High (A)	2.5
12. I can organize my time and things I need to do.	3.69	High (A)	11
13. I understand my academic strengths.	3.76	High (A)	8
14. I know the importance of not giving up and sticking through difficult tasks.	3.84	High (A)	6
15. I have an idea of what I want to do with my career.	3.92	High (A)	4
<b>Over-all</b>	<b>3.78</b>	<b>High (A)</b>	

*Adopted to Cuy and Salinas (2019)*

### ***Difference in Senior High School Students' Level of Aspiration When Grouped According to Profile***

The difference in Senior High School student's level of aspiration when grouped according to profile were tested for their significance through various test statistics at 95% confidence level. This indicates that, whenever the p - value is less than the significance level of 0.05, the null hypothesis is rejected, and a difference will be concluded.

In statistical analysis, the p-value indicates the significance of differences between groups. A p-value less than 0.001 ( $p < 0.001$ ) is considered highly significant, meaning there is less than a 0.1% chance that the result is due to random variation, providing strong evidence of a real difference. A p-value between 0.001 and 0.01 ( $0.001 \leq p < 0.01$ ) is moderately significant, with a less than 1% chance of the result occurring by chance, suggesting strong but slightly weaker evidence.

A p-value between 0.01 and 0.05 ( $0.01 \leq p < 0.05$ ) indicates low significance, meaning the result is statistically significant, though with a higher likelihood of error.

Results with p-values greater than or equal to 0.05 ( $p \geq 0.05$ ) are considered not significant, as there is a greater than 5% probability that the difference is due to chance, and the null hypothesis is not rejected (Cohen, 1988; Field, 2013).

This study found out that the aspirations of the senior high school students in San Andres District is significantly different in terms of sex. This shows that there is a difference in the aspirations between the two sexes having a very low p - value of 0.000017 ( $t = -4.359$ ) employing the Independent Samples t-test. Since  $p < 0.001$ , then the difference in the aspirations between male and female senior high school students were highly significant. The negative t - value only indicates that the mean score of the second group (females) were higher than that of the first group (males).

Several studies, like those by Cummings et al. (2012), and Cuy and Salinas (2019), pointed out gender differences in aspirations and readiness, often with female students showing higher aspirations and readiness. This study also found that female students had higher aspirations compared to male students in San Andres District.

The level of aspiration between students aged 16-17 years (mean = 3.99) and those aged 18 and above (mean = 3.86) does not significantly differ, as indicated by a p-value of 0.063 ( $t = 1.862$ ). It means that while there is a noted slight difference between the two age group's aspirations, the possibility is that it is due to random variation only.

This study also found a highly statistically significant difference in aspiration levels among senior high school students when comparing their family monthly income to their aspirations during the New Normal education. The family monthly income of the respondents was categorized into three distinct groups for comparison and analysis. One-Way Analysis of Variance (ANOVA) revealed that family monthly income significantly influences a student's level of aspiration ( $F = 6.359$ ;  $p = 0.002$ ), indicating a variation among the responses. The post hoc test confirms the significant difference between income groups specifically those who have a monthly family income of below Php20,000 and Php20,000-Php30,000.

Espinoza et al. (2018) show that family income significantly influences students' educational aspirations and readiness for higher education. Students from higher-income families are more likely to aspire to attend prestigious universities and exhibit greater academic preparedness due to better access to resources, private tutoring, and extracurricular opportunities. Conversely, financial barriers often limit the academic readiness and aspirations of students from low-income families. Similarly, this study found that family income plays a crucial role in shaping students' aspirations

and readiness. Students from higher-income families expressed stronger aspirations for higher education and demonstrated greater readiness for college-level work, mirroring the literature's findings. However, this study also uncovered that despite financial constraints, some low-income students exhibited high aspirations driven by personal determination and strong family support, highlighting the complex interplay of factors beyond just financial stability. This distinction provides a broader perspective compared to existing studies, suggesting that while income remains significant, other motivational elements can also shape students' educational outcomes.

As shown in table 5, the number of family members were categorized into three as well. This is for the consideration of comparison and analysis. This study found out that the average level of aspirations across the three groups are close with each other, ranging from 3.92 to 4.02. This suggests that the number of family members has only a slight variation in students' levels of aspiration. The One-Way ANOVA yielded a p-value of 0.694 which is higher than that of the significance level of 0.05. This indicates that the level of aspirations among the groups are not significantly different.

The analysis of Senior High School (SHS) students' levels of aspiration revealed a significant difference between those enrolled in the Academic track and those in the Technical-Vocational-Livelihood (TVL) track. Students in the Academic track have a higher mean level of aspiration ( $M = 4.13$ ) compared to their peers in the TVL track ( $M = 3.70$ ). The difference is highly statistically significant, as indicated by the Independent Samples t-test results ( $t = 7.462$ ,  $p = 0.000$ ). This shows that the SHS track significantly influences students' aspirations, with those in the Academic track tending to aim higher, potentially due to the perceived opportunities for further education and professional careers that this track offers.

The analysis examined the level of aspiration of Senior High School students across different SHS strands using One-Way Analysis of Variance (ANOVA) to determine if there are significant differences between them. The strands analyzed include STEM, HUMSS, ABM, GAS, HE, CSS, and IA. Among these strands, GAS students have the highest mean level of aspiration ( $M = 4.19$ ), closely followed by STEM ( $M = 4.17$ ) and HUMSS ( $M = 4.14$ ). On the lower end, ABM students have the lowest mean level of aspiration ( $M = 3.79$ ). The ANOVA test yielded an F-value of 14.538 and a p-value of 0.000, indicating that the differences in the mean levels of aspiration across these strands are highly statistically significant. The Tukey Honestly Significant Difference (HSD) post hoc test further confirmed that specific pairs of strands show significant differences in aspiration levels, with p-values indicating strong statistical significance. Specifically, STEM and IA ( $p = 0.0000$ ), HUMSS and IA ( $p = 0.0000$ ), GAS and IA ( $p = 0.0000$ ), HE and IA ( $p = 0.0000$ ), CSS and IA ( $p = 0.042$ ). On the other hand, ABM is the only strand with no significant difference with IA and all other strands.

The significant ANOVA results demonstrate that the SHS strand chosen by students plays an important role in shaping their aspirations. Strands like GAS, STEM, and HUMSS are associated with higher aspirations, possibly due to the academic rigor, perceived opportunities for higher education, and the alignment with professional careers these strands offer. In contrast, students in strands like ABM, HE, and CSS, and IA show relatively lower aspirations.

This study revealed that the mean scores of the respondents with respect to their level of aspiration are relatively close to each other, ranging from 3.82 to 4.10, with Codon NHS and Manambrag NHS having the highest mean scores ( $M = 4.10$ ), while Cabcab NHS has the lowest ( $M = 3.82$ ). Despite these differences, the scores are

relatively close, indicating that students' levels of aspiration are somewhat consistent across these schools. An F-value of 1.441 suggests that the between-group variability (differences in the level of aspiration among the different schools) is only slightly greater than the within-group variability (differences in aspiration levels within each school). Utilizing again the ANOVA analysis, this study found out that since the p-value is greater than 0.05, the differences in the levels of aspiration across the schools are not statistically significant. This suggests that the observed differences in mean scores could be due to random variation rather than any inherent differences in how these schools cultivate student aspirations.

The exploration of academic tracks and SHS strands is less commonly addressed in the existing literature, with many studies focusing broadly on student performance without delving into specific strands. However, research by Cuy and Salinas (2019) and Lumboy (2019) highlighted the influence of SHS strands on students' academic performance and career choices. In their work, they note that students in academic tracks, particularly STEM and HUMSS, tend to have higher aspirations and are more likely to pursue higher education compared to their peers in Technical-Vocational-Livelihood (TVL) tracks. This is consistent with the findings of this study, where students in the General Academic Strand (GAS) and Science, Technology, Engineering, and Mathematics (STEM) strand exhibited higher levels of aspiration compared to those in Industrial Arts (IA) and Accountancy, Business, and Management (ABM) strands.

Table 5  
**Difference in Senior High School Student's Level of Aspiration  
When Grouped According to Profile**

	<b>Profile</b>	<b>Weighted Mean</b>	<b>Test Statistics</b>	<b>Interpretation</b>
<b>Sex</b>	Male	3.82	Independent Samples t - test t = -4.359 p = 0.000017	Significant (Highly Significant)
	Female	4.08		
<b>Age</b>	16 – 17 y/o	3.99	Independent Samples t - test t = 1.862 p = 0.063	Not Significant
	18 and above	3.86		
<b>Family Monthly Income</b>	Above 30,000	4.03	Analysis of Variance (ANOVA) F = 6.359 p = 0.002 Post Hoc Test (Tukey HSD) p= 0.001	Significant (Highly Significant)  (Below 20,000 and 20,000 - 30,000)
	20,000 – 30,000	4.31		
	Below 20,000	3.90		
<b>Number of Family Members</b>	More than 6 Family Members	3.92	Analysis of Variance (ANOVA) F=0.365 p=0.694	Not Significant
	4 to 6 Family Members	3.93		
	Less than 4 Family Members	4.02		
<b>SHS Track</b>	Academic	4.13	Independent Samples t - test t = 7.462 p = 0.000	Significant (Highly Significant)
	TVL	3.70		
<b>SHS Strand</b>	STEM	4.17	Analysis of Variance (ANOVA) F=14.538 p=0.000	Significant (Highly Significant)
	HUMSS	4.14		
	ABM	3.79		
	GAS	4.19	Post Hoc Tests (Tukey (HSD)) p= 0.000 p=0.000 p=0.000 p=0.000 p=0.042	(STEM & IA) (HUMSS & IA) (GAS & IA) (HE & IA) (CSS & IA)
	HE	3.89		
	CSS	3.84		
	IA	3.49		

	Lictin IS	3.98		
	SAVS	3.92		
	Cabcab NHS	3.82	Analysis of Variance (ANOVA)	Not Significant
<b>School</b>	Codon NHS	4.10	F=1.441 p=0.209	
	Maygñaway NHS	3.88		
	Manambrag NHS	4.10		

***Difference in Senior High School Students' Level of College Readiness When Grouped According to Profile***

The study assessed the college readiness levels of Senior High School (SHS) students according to the following demographic profiles: sex, age, family monthly income, number of family members, SHS track, SHS strand, and school. The findings established some considerable variances.

As presented in Table 6, the sex had a high significant effect on college readiness. Female students had a higher average readiness score of 3.95 compared to male students who scored an average of 3.64. As such, this figure was statistically different ( $t = -5.292$ ;  $p = 0.000$ ), showing that female students generally sense themselves more ready than male ones in terms of going to college; this could be down to dissimilarity in academic engagement levels or support systems or self-perception among boys and girls respectively.

Previous research, including studies by Cummings et al. (2012) and Cuy and Salinas (2019), has identified gender disparities in aspirations and college readiness, with female students frequently demonstrating higher levels of both. This study replicates these findings, revealing that female students in San Andres District exhibit greater college readiness than their male counterparts.

On the other hand, the age did not significantly affect the college readiness of the SHS students. In particular, the mean readiness mark for those within the 16–17-year-old group was 3.80 while it slightly declined to 3.74 for those aged 18 years and



above. Independent samples t-test results ( $t = 0.575$ ;  $p = 0.565$ ) showed that there was no significant difference between these two groups based on their ages. This result implies how prepared a student feels for college has nothing to do with his/her age.

Family monthly income was another significant determinant of college readiness. Students from families with a monthly income of Php20,000 to Php30,000 reported the highest mean readiness score of 4.03, followed by those from families earning above Php30,000 (mean = 3.91), and those earning below Php20,000 (mean = 3.75). The ANOVA results showed a low significant difference ( $F = 3.169$ ,  $p = 0.043$ ), with the post hoc (Tukey HSD) test confirming that students from lower-income families (below Php20,000) were significantly less prepared for college compared to those from higher-income brackets ( $p = 0.033$ ). This finding underscores the role of economic resources in shaping educational outcomes, with students from wealthier families likely benefiting from better educational opportunities and support systems.

Regarding the number of family members, the results showed no significant effect on college readiness. The mean scores were 3.75 for students from families with more than six members, 3.79 for those with 4 to 6 members, and 3.84 for those with less than four members. The ANOVA results ( $F = 0.442$ ,  $p = 0.643$ ) indicated that these differences were not statistically significant, suggesting that family size does not have a substantial impact on a student's readiness for college.

Senior High School track significantly impacted students' college readiness. Students enrolled in the Academic track reported a higher mean readiness score of 3.93 compared to 3.63 for those in the Technical-Vocational-Livelihood (TVL) track. This difference was highly statistically significant ( $t = 6.083$ ,  $p = 0.000$ ), highlighting that students in academic tracks feel more prepared for the transition to college. This could

be due to the more rigorous academic preparation that students in the Academic track receive, which is aligned with college-level expectations.

The Senior High School strand also significantly influenced college readiness, with students in different strands reporting varying levels of readiness. The STEM (Science, Technology, Engineering, and Mathematics) strand had the highest mean score of 3.98, followed closely by HUMSS (Humanities and Social Sciences) with 3.96, and GAS (General Academic Strand) with 3.95. On the other hand, students in the IA (Industrial Arts) strand had the lowest mean score of 3.45. The ANOVA results ( $F = 9.882$ ,  $p = 0.000$ ) confirmed these differences as highly statistically significant, with post hoc (Tukey HSD) test showing significant differences across several strand comparisons: STEM and CSS ( $p = 0.000$ ), STEM and IA ( $p = 0.000$ ), HUMSS and CSS ( $p = 0.005$ ), HUMSS and IA ( $p = 0.000$ ), GAS and CSS ( $p = 0.032$ ), GAS and IA ( $p = 0.000$ ), and HE and IA ( $p = 0.012$ ). These findings suggest that students in academically rigorous strands, like STEM and HUMSS, and GAS feel more prepared for college, likely due to the curriculum's alignment with higher education requirements. However, the ABM strand has been found to have no significant differences to all other strands.

Finally, the school a student attends also has a significant impact on college readiness. Students from Manambrag NHS reported the highest mean score of 4.01, while those from Cabcab NHS had the lowest at 3.62. The ANOVA results ( $F = 2.621$ ,  $p = 0.024$ ) indicated a low significant difference, with the post hoc test (Tukey HSD) confirming specific pairwise differences (Manambrag NHS and Cabcab NHS,  $p = 0.021$ ; Manambrag NHS and SAVS,  $p = 0.046$ ). This suggests that the quality of education and resources available at different schools may influence how well students feel prepared for college.

Cuy and Salinas' (2019) study found that academic track students, particularly in STEM, are often more academically prepared than the TVL track. Meanwhile, Icbán (2019) discussed how students in TVL tracks tend to have more immediate employment goals after graduation. This correlates with the lower levels of college readiness observed in this study for TVL students.

In summary, the level of college readiness among SHS students is significantly influenced by factors such as sex, family income, SHS track, SHS strand, and the specific school attended, while age and family size appear to have no significant impact. These findings highlight the importance of specialized interventions and resources to address the disparities in college readiness, particularly for male students, those from lower-income families, students in TVL track, and those attending schools with lower readiness scores.

Table 6  
**Difference in Senior High School Student's Level of College Readiness When Grouped According to Profile**

	<b>Profile</b>	<b>Weighted Mean</b>	<b>Test Statistics</b>	<b>Interpretation</b>
<b>Sex</b>	Male	3.64	Independent Samples t - test t = -5.292 p = 0.000	Significant (Highly Significant)
	Female	3.95		
<b>Age</b>	16 – 17 y/o	3.80	Independent Samples t - test t = 0.575 p = 0.565	Not Significant
	18 and above	3.74		
<b>Family Monthly Income</b>	Above 30,000	3.91	Analysis of Variance (ANOVA) F = 3.169 p = 0.043	Significant (Low Significance)
	20,000 – 30,000	4.03		
	Below 20,000	3.75	Post Hoc Tests (Tukey HSD) p= 0.033	(20,000-30,000 & Below 20,000)

<b>Number of Family Members</b>	More than 6 Family Members	3.75	Analysis of Variance (ANOVA) F= 0.442 p= 0.643	Not Significant
	4 to 6 Family Members	3.79		
	Less than 4 Family Members	3.84		
<b>SHS Track</b>	Academic	3.93	Independent Samples t - test t = 6.083 p = 0.000	Significant (Highly Significant)
	TVL	3.63		
<b>SHS Strand</b>	STEM	3.98	Analysis of Variance (ANOVA) F= 9.882 p= 0.000	Significant (Highly Significant)
	HUMSS	3.96		
	ABM	3.53	Post Hoc Tests (Tukey HSD)	
	GAS	3.95	p=0.043 p=0.000	(STEM, CSS) (STEM, IA)
	HE	3.76	p= 0.005 p=0.000	(HUMSS, CSS) (HUMSS, IA)
	CSS	3.56	p=0.032 p=0.000	(GAS, CSS) (GAS, IA)
	IA	3.45	p=0.012	(HE, IA)
<b>School</b>	Lictin IS	3.80	Analysis of Variance (ANOVA) F= 2.621 p= 0.024	Significant (Low Significance)
	SAVS	3.74		
	Cabcab NHS	3.62	Post Hoc Tests (Tukey HSD)	
	Codon NHS	3.95	p= 0.021	(Manambrag NHS, Cabcab NHS)
	Maygñaway NHS	3.78		
	Manambrag NHS	4.01	p=0.046	(Manambrag NHS, SAVS)

### ***Relationship Between the Senior High School Student's Level of Aspiration and College Readiness***

As shown in table 7, Senior High School students' level of aspiration and their college readiness were correlated using Pearson r correlation test. Pearson's r is a correlation coefficient that measures the strength and direction of the linear relationship between two continuous variables. Pearson's r is used when assessing how strongly two

variables are related to each other (Cohen, West, & Aiken, 2013). A correlation coefficient ( $r$ ) can range from -1 to 1. Values closer to 1 suggest a strong positive relationship, meaning that as one variable increases, the other tends to increase as well.

This study revealed that the Pearson  $r$  value of 0.808 indicates a strong positive correlation between the students' level of aspiration and their college readiness. This strong correlation suggests that students with higher levels of aspiration are more likely to be ready for college. This also means that as students' aspirations increase, their readiness for college tends to increase in a highly consistent manner across the sample studied.

The  $p$ -value is a statistical measure that helps determine the significance of the study's results. Specifically, it represents the probability that the observed correlation could have occurred by random chance if there were no real relationship between the variables. In this context, the  $p$ -value tells how likely it is that the observed strong correlation between students' level of aspiration and college readiness happened by accident, rather than because these two variables are genuinely related. Given a 95% confidence level, the significance level is 0.05. Thus, if the  $p$  - value is less than the significance level, then the null hypothesis will be rejected. Statistically, it was found that a  $p$ -value of 0.000 indicates that the relationship between the level of aspiration and college readiness is highly significant. This means there is a very low likelihood that this strong correlation is due to random chance. This significance supports the idea that higher aspirations are indeed associated with better preparation for college, making it an important area for educators and policymakers to focus on.

Table 7  
**Relationship Between the Senior High School Student's Level of Aspiration  
and College Readiness**

Indicator	Pearson r	p- value	Interpretation
Student's Level of Aspiration and College Readiness	0.808	0.000	Significant

### **Conclusion**

#### ***Socio - Demographic Profile***

Slightly higher proportion of the respondents are males and most of the respondents are aged 16-17. Most respondents come from low-income families with a monthly income below P20,000, often with more than six family members, which suggests financial strain. The population is evenly split between Academic and Technical-Vocational Livelihood (TVL) tracks, with Humanities and Social Sciences (HUMSS) and Industrial Arts (IA) as the most popular strands. The challenges faced by these students, including low income, large family sizes, and academic difficulties in TVL tracks, point to a need for targeted educational support and interventions.

#### ***Level of Aspiration***

Based on the data, this study concluded that the level of aspiration of the Senior High School (SHS) students during the New Normal Education is high. The respondents exhibited a highly positive outlook, with strong aspirations across various areas. They prioritized academic goals, personal development, and career-related achievements. Their top aspirations were to excel in their studies, achieve their dreams, and finish college despite obstacles, showing resilience and determination. These

findings underscore the importance of providing students with the necessary support to realize their aspirations, especially during the challenges of the New Normal education.

### ***Level of College Readiness***

The data on the level of college readiness among the respondents indicates a generally high level of readiness and a positive outlook towards their future academic endeavors. The students displayed key attributes associated with college success, such as clear goal setting, a strong desire for success, and adaptability to change. Areas for improvement were identified in terms of time management skills and self-care, suggesting opportunities for growth in these areas. Despite these areas of improvement, the students showed specific strengths in goal-setting and proactive career exploration, highlighting their readiness to direct their educational and professional paths effectively.

### ***Difference in Senior High School Students' Level of Aspiration When Grouped According to Profile***

The analysis of aspiration levels among Senior High School (SHS) students revealed several key factors influencing their aspirations. Gender plays a significant role, with female students demonstrating higher aspirations than their male counterparts. However, age appears to have minimal impact. Socioeconomic status also significantly influences aspirations, with students from lower-income families exhibiting lower aspirations compared to those from higher-income families.

Academic factors also shape aspirations. Students in the Academic track have significantly higher aspirations than those in the TVL track. Within the Academic track, specific strands like GAS, STEM, and HUMSS are associated with higher aspirations compared to ABM, HE, CSS, and IA.

School affiliation, however, seems to have a limited impact on student aspirations, as observed differences between schools were not statistically significant.

### ***Difference in Senior High School Students' College Readiness When Grouped According to Profile***

The analysis revealed several key factors influencing college readiness among Senior High School (SHS) students. Demographically, female students generally report feeling more prepared than their male counterparts while age has minimal impact on college readiness. Additionally, students from higher-income families tend to feel more ready for college compared to those from lower-income backgrounds. Academically, students enrolled in the Academic track and those in STEM, HUMSS, and GAS strands exhibit higher levels of college readiness compared to their peers in the TVL track or those in ABM, HE, CSS, and IA strands. School affiliation also plays an important role, as schools with higher readiness scores are likely to offer better educational opportunities and support. These findings highlight the significant influence of socioeconomic factors, academic pathways, and school quality on college readiness. Addressing disparities in educational opportunities, aligning academic tracks with career aspirations, and enhancing school support can help improve overall college readiness.

### ***Relationship Between the Senior High School Student's Level of Aspiration and College Readiness***

The data analysis revealed a strong positive correlation (Pearson  $r = 0.808$ ) between Senior High School students' level of aspiration and their college readiness, indicating that higher aspirations are associated with better readiness for college. The highly significant p-value of 0.000 confirms this relationship is not due to random chance. These findings emphasize the importance of nurturing students' aspirations to



enhance their readiness for higher education, suggesting that fostering ambitious goals can lead to improved academic success and college readiness.

### **Recommendations**

Based on the conclusions drawn from the analysis, the following recommendations are proposed:

#### **To Educational Institutions and Policy Makers**

Support Students from Low-Income Families: Implement educational support programs for students from lower-income families to address financial strain and its impact on aspirations and readiness. This could be in the form of scholarships, financial aid, and subsidized learning resources to alleviate educational costs.

Strengthen the TVL Track Curriculum: Re-evaluate and strengthen the TVL curriculum to provide students with a solid foundation and ensure that they are well prepared for both employment and further studies.

Address the Socioeconomic Disparities in Education: Focus on reducing the socioeconomic disparities through specialized interventions and equitable resource allocation to schools specially in underprivileged areas. Implement programs that offer financial assistance, ensure access to quality educational materials and technology, and foster an inclusive environment that addresses the diverse needs of students from varying socioeconomic backgrounds. With this, every student has the chance to reach their full potential, regardless of their financial or social status.

## **To School Administrators and Teachers**

Enhance Academic and Career Counseling: Provide comprehensive career guidance and opportunities to explore potential career paths regardless of their chosen track or strand.

Strengthen Time Management and Self-Care Skills: Improve time management skills of the students while maintaining their well-being through workshops and programs and/or by incorporating them into the learning plans and school activities.

Promote High-Aspirations Culture: Create an environment that encourages and motivates students across all tracks and strands to pursue their goals. Schools should implement programs that inspire students to aim high and provide the support they need to achieve their goals.

Increase Educational Opportunities: Schools should strive to deliver quality education and support services that enhance their learning and college readiness. This includes providing varied school and extra-curricular activities, and provision of learning facilities and resources that would make learning more meaningful and are aligned with students' career aspirations.

Bridge the Gender Gap: Create programs and interventions that specifically target the lower levels of aspiration and college readiness seen among male students. These could be done by promoting positive male role models and offering career exploration opportunities. This could help bridge the gap in college readiness and aspirations between genders.

Establish Mentorship Program: Establish mentorship programs that connect students with successful individuals from similar backgrounds or career fields. This can provide guidance, support, and role models for students, particularly those from disadvantaged backgrounds.

## **To Senior High School Students**

Set Ambitious Goals: Aspire for academic achievement or career milestone. Strive for more to reach the fullest potential. These could lead to significant growth and success.

Develop Strong Study Habits: Set regular study schedule, have an organized study environment to minimize distractions and improve concentration. This in turn could lead to improved time-management skills.

Explore Career Opportunities: Take advantage of the program initiatives of the school and other stakeholders such as career guidance and advocacy programs to explore different career paths.

Seek Mentorship: Find mentors who can provide guidance, support, motivation, and share experiences to improve aspiration and be college ready.

## **To Parents**

Create Supportive Environment: Create a supportive home environment that encourages academic excellence and goal setting. Engage with child's education, attend school events, and communicate regularly with teachers to stay informed about their progress.

Provide Career Guidance: Encourage children to explore different career options and provide guidance on making informed decisions about their future. Support their aspirations and help them understand the value of higher education.

## **To Community Members:**

Grant Mentorship Programs: Volunteer as mentors or provide career guidance to students in the community. Share knowledge and experiences to inspire and support young individuals in achieving their aspirations.

Share Resources: Collaborate with schools and organizations to provide resources such as study materials, tutoring services, and career workshops. Support initiatives that promote educational equity and opportunities for all students.

Engage in School Activities: Participate in school events, forums, and discussions focused on education. Stay informed about local educational issues and advocate for policies that benefit students and enhance educational outcomes.

**To Other Stakeholders (Local Government Unit, NGOs, Businesses):**

Invest in Education: Partner with schools and community organizations to provide support for students in need. This may include allocating resources and funding towards educational programs that support student aspirations and college readiness.

Initiate Career Development Programs: Create partnerships with schools to offer trainings, work-immersions, and career development programs. Provide opportunities for students to gain practical skills and experience in various fields.

Advocate and Support Education Policies: Advocate for policies that promote educational equity, access to quality education, and support for students from diverse backgrounds. Collaborate with schools to address systemic barriers to academic success and college readiness.

By addressing these areas, educators and policymakers can better support students in enhancing their aspirations and readiness for college, ultimately contributing to their academic and professional success.

## **Dissemination and Advocacy Plans**

The research project undergone a series of activities through various stages:

- Stage 1 – Preparatory Research Activities
- Stage 2 – Research Project Proper
- Stage 3 – Data Analysis and Interpretation
- Stage 4 – Post-Research Activities
- Stage 5 – Information Dissemination and Advocacy

Stage 1 (Preparatory Research Activities) involved determining and defining issues or research problems and designing, drafting and submission of the research proposal for approval. At this stage, the researchers conducted in-depth analysis of gaps from various established research which constituted the main variable of the present study. Reliable analysis and gathering of research gaps in various international refereed journal websites took part in the realization of this stage. Subsequently, a comprehensive background of the study was established to support the main objective.

Stage 2 (Research Project Proper) covered the data collection or gathering of data. The researchers utilized an already validated questionnaire adopted from the study of Cuy and Salinas (2019). The questionnaire served as the main tool to gather data which was then analyzed and interpreted. The researchers employed the in-person strategy in the collection and retrieval of the research questionnaire. The research locale of this research study covered the six secondary schools from two districts, San Andres East and West Districts. Specifically, Manambrag National High School, Maygnaway National High School, Codon National High School, and Cabcab National High School from the West District, and San Andres Vocational School and Lictin Integrated School from the East District.

Stage 3 (Data Analysis and Interpretation) involved the process of analyzing the gathered data from the retrieved questionnaires and interpreting the results based on the findings thereof. The data analysis and statistical treatment include frequency count, percentage, rank, weighted mean, Independent Samples t-test, One-Way Analysis of Variance (ANOVA) with post-hoc Tukey HSD Test, and Pearson Product-Moment Correlation (Pearson r).

Stage 4 (Post Research Activities) involved content and language editing of research manuscripts, followed by the submission to the relevant divisions and offices; Policy, Planning and Research Division (PPRD), Schools Division Office, District Office, and schools, for further utilization and dissemination of research findings. Specifically, at this stage researchers thoroughly reviewed the content of the manuscripts, and made necessary revisions to improve clarity, accuracy, and overall quality. After the content and language editing are complete, the finalized research manuscripts are submitted to the respective authorities and institutions mentioned above. These entities may use the research findings for policymaking, planning, and other relevant purposes.

Stage 5 (Information Dissemination and Advocacy) focused on the dissemination and presentation of the research results and key findings to the concerned personnel in the schools such as the school head, guidance counselor, SHS Focal Person, and other research aspirants. Specifically, *to disseminate research findings*: share the outcomes of the district-based basic research titled “Aspiration and College Readiness of Grade 12 Senior High School Students During the New Normal Education” with key stakeholders, *promote research engagement*: encourage teachers to appreciate the value of conducting research and empower them to undertake their own research initiatives, and *foster professional collaboration*: strengthen collaboration

among school leaders and teachers by using research as a foundation for professional development and shared learning.

This information dissemination and advocacy was conducted within the Researchers' Project ASPIRE (Addressing Students' Problems and Issues in a Resilient Environment) which aimed to capacitate teachers to come up with their own interventions that will address students present challenges. The researchers prepared an activity proposal approved by the OIC Schools Division Superintendent before conducting it at the District Level.

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[https://link.springer.com/referenceworkentry/10.1007/978-1-4419-1695-2\\_147#howtocite](https://link.springer.com/referenceworkentry/10.1007/978-1-4419-1695-2_147#howtocite)
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## FINANCIAL REPORT

Activity	BERF	Amount
<b>Pre-research Activity</b>	70,000.00	500.00
<b>Research Activity Proper</b> <ul style="list-style-type: none"> <li>• Data collection process (actual data gathering and retrieval of questionnaires. <ul style="list-style-type: none"> <li>✓ Meals</li> <li>✓ Internet Connection</li> <li>✓ School Supplies</li> </ul> </li> </ul>	69,500	49,921
<ul style="list-style-type: none"> <li>• Data analysis and interpretation of results (validation of results and statistical treatment) <ul style="list-style-type: none"> <li>✓ Meals</li> <li>✓ Internet Connection</li> <li>✓ School Supplies</li> </ul> </li> </ul>		
<b>Post Research Activities</b> <ul style="list-style-type: none"> <li>• District Research Results Presentation</li> <li>• District Training on Project ASPIRE</li> </ul>	19,579	20,000
<b>Total</b>	<b>(-421.00)</b>	<b>DEFICIT</b>

# **OFFICIAL RECEIPTS**

# **APPENDICES**


## Appendix A

### (Attribution Table)

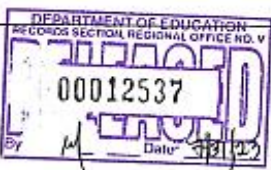
Part of the Questionnaire	Name	Source
1	Profile of the Respondents	<i>Researchers' insights, and readings from published and unpublished studies</i>
2	Indicators for Aspiration of SHS Students	Cuy and Salinas (2019) <a href="https://www.researchgate.net/publication/333166558_Aspiration_and_Readiness_of_Filipino_Senior_High_School_Students_in_Pursuing_College_Degree">https://www.researchgate.net/ publication/333166558_Aspiration_and_Readiness_of_Filipino_Senior_High_School_Students_in_Pursuing_College_Degree</a>
3	Indicators for College Readiness of SHS Students	Cuy and Salinas (2019) <a href="https://www.researchgate.net/publication/333166558_Aspiration_and_Readiness_of_Filipino_Senior_High_School_Students_in_Pursuing_College_Degree">https://www.researchgate.net/ publication/333166558_Aspiration_and_Readiness_of_Filipino_Senior_High_School_Students_in_Pursuing_College_Degree</a>



Appendix B  
Letter of Information from Regional Research Committee (RRC)



Republic of the Philippines  
**Department of Education**  
REGION V - BICOL



July 27, 2023

**JESSA F. PURCIL**  
**JESSA F. GOZO**  
Cabcan National High School  
San Andres, Catanduanes

**Dear Ms. Purcil and Ms. Gozo:**

This refers to the research proposal you submitted to the Regional Research Committee (RRC), for possible funding under the Basic Education Research Fund (BERF) Grant Facility.

This Office, through the Regional Research Committee (RRC), has carefully evaluated the final research proposal entitled **"ASPIRATIONS AND COLLEGE READINESS OF SENIOR HIGH SCHOOL STUDENTS DURING NEW NORMAL EDUCATION"** based on the criteria prescribed in the Research Management Guidelines and we are pleased to inform you that the said proposal was approved for implementation following the provisions provided for under DepEd Order No. 16, s. 2017.

In this regard, the processing of tranches for the BERF Facility funding and its deliverables is shown in the table below and shall serve as liquidation documents:

TYPE OF RESEARCH	TRANCHE	PERCENTAGE	DELIVERABLES
<b>BASIC RESEARCH</b>	FIRST TRANCHE (Mobilization Fund)	40 %	<ul style="list-style-type: none"> <li>Inception Report or Work Plan</li> <li>Data Collection Instruments</li> <li>Certificate of Acceptance for the deliverables</li> <li>Copy of MOA</li> </ul>
	SECOND TRANCHE	40 %	<ul style="list-style-type: none"> <li>Data Collection Activities</li> <li>Data Analysis</li> <li>Initial Findings</li> <li>Certificate of Acceptance for the Deliverables</li> <li>Copy of MOA</li> </ul>
	THIRD TRANCHE	20 %	<ul style="list-style-type: none"> <li>Final Report</li> <li>Certificate of Acceptance from the Regional Research Committee (RRC)</li> <li>Copy of MOA</li> </ul>

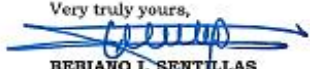
Kindly take note that in the event that the research proponent failed to complete and submit the deliverables as scheduled, the research proponent shall be required to return the amount granted in full through direct payment or salary deduction within six (6) months.

Further, strict adherence to the provisions of DepEd Order No. 16, s. 2017 dated March 20, 2017, is hereby directed.

For clarifications and any concerns, please coordinate with the Regional Research Committee through the Policy, Planning, and Research Division (PPRD) at the email address [pprd.rv@deped.gov.ph](mailto:pprd.rv@deped.gov.ph).


We look forward to the successful implementation of your research. Thank you.

Very truly yours,




**BEBIANNO L. SENTILLAS**  
Assistant Regional Director  
Chair, Regional Research Committee

PPRD/hcm  
07/27/23


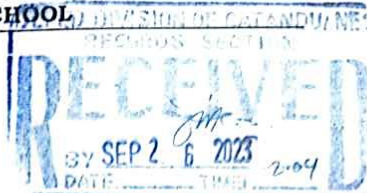

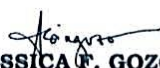

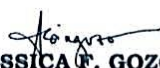

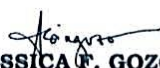


Regional Center Site, Rawis, Legazpi City 4500  
☎ 0969 516 9555  
✉ [region5@deped.gov.ph](mailto:region5@deped.gov.ph)



**MATATAG**  
Bumang Mula sa Bata, Bumang Mula sa Bata

Appendix C  
Letter Request to the Schools Division Superintendent

 Republic of the Philippines Department of Education REGION V - BICOL <b>SCHOOLS DIVISION OFFICE OF CATANDUANES</b> San Andres West District <b>CABCAB NATIONAL SCHOOL</b> <b>MANAMBRAG NATIONAL HIGH SCHOOL</b>			
<p>September 25, 2023</p> <p><b>SOCORRO V. DELA ROSA, CESO V</b> Schools Division Superintendent DepEd, Catanduanes</p>			
<p>Madam:</p> <p>We are currently conducting a research study entitled <b>"ASPIRATION AND COLLEGE READINESS OF SENIOR HIGH SCHOOL STUDENTS IN THE NEW NORMAL EDUCATION"</b>. This study seeks to determine the senior high school students' level of aspiration and college readiness. This study further aims to explore if there is a significant difference and relationship among the above-mentioned variables when grouped according to profile.</p> <p>This study was submitted to the DepEd Regional Office and was approved for implementation, funded through the Basic Education Research Fund Facility for CY 2023.</p> <p>In this regard, may we request to allow us distribute questionnaires during the actual data gathering to the selected Senior High School students of Secondary Schools in San Andres East and West District.</p> <p>Relative to this, may we humbly request as well that the research activities be conducted on <b>OFFICIAL TIME</b> from September 28, 2023 to December 1, 2023.</p> <p>Attached is the list of schools that will take part in the study and the schedule of the research activities reflective on the Gantt Chart of Activities proposed before the Regional Research Committee (RRC).</p> <p>Your approval on this request will be of great help in the realization of this study.</p> <p>Thank you and God bless.</p> <p>Very truly yours,</p> <table border="0" style="width: 100%;"><tr><td style="text-align: center; vertical-align: top;"> <b>JESSA F. PURCIL</b> Teacher III, Cabcab NHS BERF Grantee CY 2023</td><td style="text-align: center; vertical-align: top;"> <b>JESSICA F. GOZO</b> Teacher III, Manambrag NHS BERF Grantee CY 2023</td></tr></table>		 <b>JESSA F. PURCIL</b> Teacher III, Cabcab NHS BERF Grantee CY 2023	 <b>JESSICA F. GOZO</b> Teacher III, Manambrag NHS BERF Grantee CY 2023
 <b>JESSA F. PURCIL</b> Teacher III, Cabcab NHS BERF Grantee CY 2023	 <b>JESSICA F. GOZO</b> Teacher III, Manambrag NHS BERF Grantee CY 2023		



Republic of the Philippines  
Department of Education  
REGION V - BICOL

**SCHOOLS DIVISION OFFICE OF CATANDUANES**  
**San Andres West District**  
**CABCAB NATIONAL SCHOOL**  
**MANAMBRAG NATIONAL HIGH SCHOOL**

---

Noted:

**ROSALINDA A. BURCE**  
Principal I, Cabcab NHS

**JESUS P. CAYAN**  
Principal I, Manambrag NHS

Recommending Approval:

**NIEVA D.J. TUIBEO**  
Public Schools District Supervisor  
San Andres East and West

Approved:

**SOCORRO V. DELA ROSA, CESO V**  
Schools Division Superintendent



Republic of the Philippines  
Department of Education  
REGION V - BICOL


**SCHOOLS DIVISION OFFICE OF CATANDUANES**  
**San Andres West District**  
**CABCAB NATIONAL SCHOOL**  
**MANAMBAG NATIONAL HIGH SCHOOL**

**SCHEDULE OF RESEARCH ACTIVITIES**

<b>Activity</b>	<b>Name of School</b>	<b>Date of Distribution</b>	<b>Date of Retrieval</b>
Request Masterlist of Officially-Enrolled Senior High School Students (per track and strand), SY 2023-2024, for Sampling	Lictin Integrated School	September 28, 2023	September 29, 2023
	San Andres Vocational School (SAVS)	September 28, 2023	September 29, 2023
	Cabcab National High School	September 28, 2023	September 29, 2023
	Codon National High School	September 28, 2023	September 29, 2023
	Maygnaway National High School	September 28, 2023	September 29, 2023
	Manambrag National High School	September 28, 2023	September 29, 2023
Actual Data Gathering (Distribution and Retrieval of Questionnaires)	Lictin Integrated School	October 13, 2023	October 20, 2023
	San Andres Vocational School (SAVS)	October 13, 2023	October 20, 2023
	Cabcab National High School	October 13, 2023	October 20, 2023
	Codon National High School	October 13, 2023	October 20, 2023
	Maygnaway National High School	October 13, 2023	October 20, 2023
	Manambrag National High School	October 13, 2023	October 20, 2023
Data Analysis and Interpretation	Every Friday of November- December 1, 2023		



Appendix D  
Letter Request to the Principal of Manambrag NHS

  
Republic of the Philippines  
Department of Education  
REGION V - BICOL

**SCHOOLS DIVISION OFFICE OF CATANDUANES**  
**San Andres West District**  
**CABCAB NATIONAL SCHOOL**  
**MANAMBRAG NATIONAL HIGH SCHOOL**

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September 28, 2023

**JESUS P. GIANAN**  
Principal I  
Manambrag National High School  
Manambrag, San Andres, Catanduanes

Sir:

Greetings!

We are currently conducting a research study entitled **"ASPIRATION AND COLLEGE READINESS OF SENIOR HIGH SCHOOL STUDENTS IN THE NEW NORMAL EDUCATION"**. This study seeks to determine the level of aspiration and college readiness of the senior high school students in San Andres District. This study further aims to explore if there is a significant difference and relationship among the above-mentioned variables when grouped according to profile.


This study was submitted to the DepEd Regional Office and was approved for implementation, funded through the Basic Education Research Fund Facility for CY 2023.


In this regard, may we request for a master list of the officially-enrolled Senior High School students (per Track/Strand) for this school year, SY 2023-2024. The list will be used for sampling. Relative to this, may we also request to allow us distribute questionnaires to the selected students upon completion of the sampling procedure.

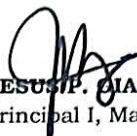
Your positive response on this request will be of great help in the realization of this study.

Thank you and God bless.

Very truly yours,

  
**JESSA F. PURCIL**  
Teacher III, Cabcab NHS  
BERF Grantee CY 2023

  
**JESSICA F. GOZO**  
Teacher III, Manambrag NHS  
BERF Grantee CY 2023

  
**JESUS P. GIANAN**  
Principal I, Manambrag NHS

Appendix E  
Letter Request to the Principal of Maygñaway NHS

Republic of the Philippines  
Department of Education  
REGION V - BICOL  
**SCHOOLS DIVISION OFFICE OF CATANDUANES**  
**San Andres West District**  
**CABCAB NATIONAL SCHOOL**  
**MANAMBAG NATIONAL HIGH SCHOOL**

September 28, 2023

**RONALD R. REFRE**

Principal II

Maygñaway National High School

Maygñaway, San Andres, Catanduanes

Sir:

Greetings!

We are currently conducting a research study entitled **"ASPIRATION AND COLLEGE READINESS OF SENIOR HIGH SCHOOL STUDENTS IN THE NEW NORMAL EDUCATION"**. This study seeks to determine the level of aspiration and college readiness of the senior high school students in San Andres District. This study further aims to explore if there is a significant difference and relationship among the above-mentioned variables when grouped according to profile.

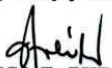
This study was submitted to the DepEd Regional Office and was approved for implementation, funded through the Basic Education Research Fund Facility for CY 2023.

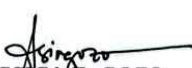
In this regard, may we request for a **master list of the officially-enrolled Senior High School students** (per Track/Strand) for this school year, SY 2023-2024. The list will be used for sampling. Relative to this, may we also request to allow us distribute questionnaires to the selected students upon completion of the sampling procedure.

Your positive response on this request will be of great help in the realization of this study.


Thank you and God bless.

Very truly yours,

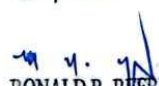
  
**JESSA F. PURCIL**  
Teacher III, Cabcab NHS  
BERF Grantee CY 2023

  
**JESSICA F. GOZO**  
Teacher III, Manambag NHS  
BERF Grantee CY 2023

Approved:

  
**RONALD R. REFRE**  
Principal II

Received : 9/29/2023

  
**RONALD R. REFRE**

Appendix F  
Letter Request to the Principal of Codon NHS



Republic of the Philippines  
Department of Education  
REGION V - BICOL

**SCHOOLS DIVISION OFFICE OF CATANDUANES**  
**San Andres West District**  
**CABCAB NATIONAL SCHOOL**  
**MANAMBRAG NATIONAL HIGH SCHOOL**

September 28, 2023

**ALEX T. HABANA**

School Head  
Codon National High School  
Codon, San Andres, Catanduanes

Sir:

Greetings!

We are currently conducting a research study entitled **"ASPIRATION AND COLLEGE READINESS OF SENIOR HIGH SCHOOL STUDENTS IN THE NEW NORMAL EDUCATION"**. This study seeks to determine the level of aspiration and college readiness of the senior high school students in San Andres District. This study further aims to explore if there is a significant difference and relationship among the above-mentioned variables when grouped according to profile.


This study was submitted to the DepEd Regional Office and was approved for implementation, funded through the Basic Education Research Fund Facility for CY 2023.

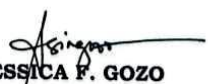
In this regard, may we request for a **master list of the officially-enrolled Senior High School students** (per Track/Strand) for this school year, SY 2023-2024. The list will be used for sampling. Relative to this, may we also request to allow us distribute questionnaires to the selected students upon completion of the sampling procedure.

Your positive response on this request will be of great help in the realization of this study.

Thank you and God bless.

Very truly yours,

  
**JESSA F. PURCIL**  
Teacher III, Cabcab NHS  
BERF Grantee CY 2023

  
**JESSICA F. GOZO**  
Teacher III, Manambrag NHS  
BERF Grantee CY 2023

Approved:

  
**ALEX T. HABANA**  
School Head

Appendix G  
Letter Request to the Principal of Cabcab NHS



Republic of the Philippines  
Department of Education  
REGION V - BICOL

**SCHOOLS DIVISION OFFICE OF CATANDUANES**  
**San Andres West District**  
**CABCAB NATIONAL SCHOOL**  
**MANAMBRAG NATIONAL HIGH SCHOOL**

September 28, 2023

**ROSALINDA A. BURCE**

Principal I

Cabcab National High School

Cabcab, San Andres, Catanduanes

Madam:

Greetings!

We are currently conducting a research study entitled **"ASPIRATION AND COLLEGE READINESS OF SENIOR HIGH SCHOOL STUDENTS IN THE NEW NORMAL EDUCATION"**. This study seeks to determine the level of aspiration and college readiness of the senior high school students in San Andres District. This study further aims to explore if there is a significant difference and relationship among the above-mentioned variables when grouped according to profile.

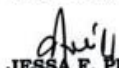
This study was submitted to the DepEd Regional Office and was approved for implementation, funded through the Basic Education Research Fund Facility for CY 2023.

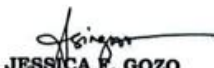
In this regard, may we request for a **master list of the officially-enrolled Senior High School students** (per Track/Strand) for this school year, SY 2023-2024. The list will be used for sampling. Relative to this, may we also request to allow us distribute questionnaires to the selected students upon completion of the sampling procedure.

Your positive response on this request will be of great help in the realization of this study.

Thank you and God bless.

Very truly yours,

  
**JESSA F. PURCIL**  
Teacher III, Cabcab NHS  
BERF Grantee CY 2023





  
**JESSICA F. GOZO**  
Teacher III, Manambrag NHS  
BERF Grantee CY 2023

Approved:

  
**ROSALINDA A. BURCE**  
Principal I, Cabcab NHS



Appendix H  
**Letter Request to the Principal of San Andres Vocational School**

 Republic of the Philippines Department of Education REGION V - BICOL <b>SCHOOLS DIVISION OFFICE OF CATANDUANES</b> <b>San Andres West District</b> <b>CABCAB NATIONAL SCHOOL</b> <b>MANAMBAG NATIONAL HIGH SCHOOL</b>	
<hr/>	
September 28, 2023	
<b>MAYBELLE V. RUBIO</b> Principal II San Andres Vocational School San Andres, Catanduanes	<i>received mb 9-28-2023</i>
Madam:	
Greetings!	
<p>We are currently conducting a research study entitled <b>"ASPIRATION AND COLLEGE READINESS OF SENIOR HIGH SCHOOL STUDENTS IN THE NEW NORMAL EDUCATION"</b>. This study seeks to determine the level of aspiration and college readiness of the senior high school students in San Andres District. This study further aims to explore if there is a significant difference and relationship among the above-mentioned variables when grouped according to profile.</p> <p>This study was submitted to the DepEd Regional Office and was approved for implementation, funded through the Basic Education Research Fund Facility for CY 2023.</p> <p>In this regard, may we request for a <b>master list of the officially-enrolled Senior High School students</b> (per Track/Strand) for this school year, SY 2023-2024. The list will be used for sampling. Relative to this, may we also request to allow us distribute questionnaires to the selected students upon completion of the sampling procedure.</p> <p>Your positive response on this request will be of great help in the realization of this study.</p> <p>Thank you and God bless.</p>	
Very truly yours,	
 <b>JESSA F. PURCIL</b> Teacher III, Cabcab NHS BERF Grantee CY 2023	 <b>JESSICA P. GOZO</b> Teacher III, Manambrag NHS BERF Grantee CY 2023
Approved:	
	
<b>MAYBELLE V. RUBIO</b> Principal II	

Appendix I  
Letter Request to the Principal of Lictin Integrated School

Department of Education  
REGION V - BICOL

**SCHOOLS DIVISION OFFICE OF CATANDUANES**  
**San Andres West District**  
**CABCAB NATIONAL SCHOOL**  
**MANAMBRAG NATIONAL HIGH SCHOOL**

September 28, 2023

**DENNIS L. GIANAN**

Principal II

Lictin Integrated School

Lictin, San Andres, Catanduanes

Sir:

Greetings!

We are currently conducting a research study entitled **"ASPIRATION AND COLLEGE READINESS OF SENIOR HIGH SCHOOL STUDENTS IN THE NEW NORMAL EDUCATION"**. This study seeks to determine the level of aspiration and college readiness of the senior high school students in San Andres District. This study further aims to explore if there is a significant difference and relationship among the above-mentioned variables when grouped according to profile.

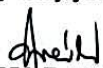
This study was submitted to the DepEd Regional Office and was approved for implementation, funded through the Basic Education Research Fund Facility for CY 2023.

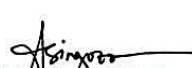
In this regard, may we request for a **master list of the officially-enrolled Senior High School students** (per Track/Strand) for this school year, SY 2023-2024. The list will be used for sampling. Relative to this, may we also request to allow us distribute questionnaires to the selected students upon completion of the sampling procedure.

Your positive response on this request will be of great help in the realization of this study.

Thank you and God bless.

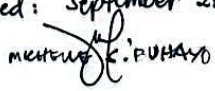
Very truly yours,

  
**JESSA F. PURCIL**  
Teacher III, Cabcab NHS  
BERF Grantee CY 2023

  
**JESSICA F. GOZO**  
Teacher III, Manambrag NHS  
BERF Grantee CY 2023

Approved:

  
**DENNIS L. GIANAN**  
Principal II

received: September 28, 2023  
  
MERRYL K. PUHAYO

Appendix J  
**Letter Request for Research Extension**



Republic of the Philippines  
**Department of Education**  
Region V – Bicol  
SCHOOLS DIVISION OFFICE OF CATANDUANES

**CABCAB NATIONAL HIGH SCHOOL**  
*Cabcab, San Andres, Catanduanes*

May 24, 2024

**BEBIANO I. SENTLLAS**  
Assistant Regional Director  
Chair, Regional Research Committee  
Department of Education  
Region V – Bicol

Sir:

We are writing to request a deadline extension for the BERF-approved research study entitled **"Challenges and Coping Mechanisms of Senior High School Learners Towards the New Normal Education."**


The Memorandum of Agreement (MOA) stipulates a deadline of August 8, 2024. However, one of the researchers, Mrs. Jessa F. Purcil, unfortunately experienced a miscarriage and is on leave until June 15, 2024. This has caused an unavoidable delay in the research progress.


Should you approve this request, we assure you that there will be no additional costs incurred for the research fund.

Attached are the approved application for leave form and medical certificate of Mrs. Jessa F. Purcil.

We appreciate your kind and expeditious response to this matter.  
Thank you and God bless.

Very truly yours,

  
**JESSA F. PURCIL**  
Teacher III, Cabcab NHS  
BERF Grantee CY 2023

  
**JESSICA F. GOZO**  
Teacher III, Manambrag NHS  
BERF Grantee CY 2023

Noted:

  
**ROSALINDA A. BURCE**  
Principal I, Cabcab NHS

  
**JOCELYN OLIMAN - RIMA**  
Principal I, Manambrag NHS

Appendix K  
Attached Medical Certificate for Research Extension



**Immaculate Heart of Mary Hospital  
(Island of Catanduanes), Inc.**

**PHIC ACCREDITED CENTER OF QUALITY**

E. Rafael St., Rawis, Virac, Catanduanes

Contact No/s. +63 929-424-6583; +63 907-2019-056;

Email: IHMH\_2017@yahoo.com; IHMH1\_2017@gmail.com.

April 17, 2024

## MEDICAL CERTIFICATE

To whom it may concern:

This is to certify that **JESSA F. PURCIL**, 34 years of age, married, female, a resident of **Bislig, San Andres, Catanduanes** was admitted in this hospital from April 15, 2024 up to April 16, 2024.


**DIAGNOSIS:**

- G3P2 (2-0-1-2) ABORTION, INCOMPLETE, 10 1/7 WEEKS AOG, NON-SEPTIC, NON-INDUCED, COMPLETION CURETTAGE DONE

**REMARKS:**

- FOR MATERNITY LEAVE
- FOR REFERENCE

This certification is issued for whatever purpose it may serve except for MEDICO-LEGAL purposes. Recuperation period

  
**MARIA SUSANA H. ABRINA, M.D**  
Attending Physician  
License No. 72734

Appendix L  
Research Extension Approval



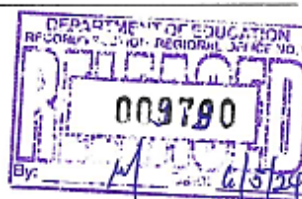
Republic of the Philippines  
**Department of Education**  
REGION V - BICOL

**Office of the Assistant Regional Director**

June 04, 2024

**JESSA F. PURCIL**  
Teacher III  
Cabcab National High School  
Cabcab, Catanduanes

**JESSICA F. GOZO**  
Teacher III  
Manambrag National High School  
Manambrag, Catanduanes



**Dear Ms. Purcil and Ms. Gozo:**

This is to confirm receipt of your letter dated May 24, 2024, which was received by this office on June 4, 2024, requesting an extension for your Basic Research under the Basic Education Research Fund (BERF) for CY 2023. We appreciate your commitment to completing your research despite your medical status.

In response to your request, the Regional Research Committee (RRC) has granted an extension. The new deadline for submitting your completed research paper and all related deliverables will now be on September 8, 2024.

Thank you and God Bless.

Very truly yours,

**BEBIANNO I. SENTILLAS**  
Assistant Regional Director  
Chair, Regional Research Committee

pppd/hrm  
06/04/2024



Regional Center Site, Rawis, Legazpi City 4500

☎ 0969 516 9555  
✉ [region5@depd.gov.ph](mailto:region5@depd.gov.ph)



Appendix M  
Memorandum of Agreement

**MEMORANDUM OF AGREEMENT**

**KNOW ALL PERSONS BY THESE PRESENTS:**

This Agreement was made and entered into this 8th day of **August 2023** in Legazpi City by and between:

**JESSA F. PURCIL** of Cabcab National High School and **JESSICA F. GOZO** of Manambrag National High School of Schools Division of Catanduanes, and Department of Education Regional Office V hereinafter referred to as **"SECOND PARTY"**.

-and-

**DepED – Regional Office V (DepED ROV)**, with a principal office and postal address at Rawis, Legazpi City hereinafter referred to as **"FIRST PARTY"**, represented in this Agreement by its Director IV, Office of the Regional Director, **GILBERT T. SADSAD**.

**JESSA F. PURCIL & JESSICA F. GOZO** and **DepED ROV** shall be collectively referred to as **"PARTIES"** and singularly as **"PARTY"**.

**WITNESSETH:**

**WHEREAS**, DepED Order No. 43, s. 2015 otherwise known as Revised Guidelines for the Basic Education Research Fund (BERF), DepED is continuing its initiatives towards strengthening evidence-based policy development and decision-making through the provision of research fund to eligible proponents from national, regional, School's Division Offices to public elementary and secondary schools nationwide. Funds shall come from the Fiscal Year (FY) 2023 General Appropriation Act-Basic Education Research Fund (GAA-BERF) and succeeding years thereon.

**WHEREAS**, to promote the culture of research, eligible proponents shall utilize the research fund for research projects anchored on the following thematic areas:

- a. Improving Access to Education;
- b. Improving the Quality of Education; and
- c. Improving Governance.

**WHEREAS**, the **FIRST PARTY**, in furtherance of the provisions found in DepED Order No. 16, s. 2017, commits to select eligible proponents based on criteria as provided for under the same DepED Order and provide appropriate funds for the conduct of the research;

**WHEREAS**, the **FIRST PARTY** grants the **SECOND PARTY** to conduct research entitled **"ASPIRATIONS AND COLLEGE READINESS OF SENIOR HIGH SCHOOL STUDENTS DURING THE NEW NORMAL EDUCATION"**.

**WHEREAS**, the **SECOND PARTY** has agreed to fulfill the terms and conditions set forth in this Agreement to achieve the objectives of DepED Order No. 16, s. 2017

**NOW, THEREFORE**, for and in consideration of the foregoing premises, the **PARTIES** hereto mutually agreed to undertake the following:

### **SECTION 1 OBJECT OF THE AGREEMENT**

**Section 1** The Qualifications of prospective proponents must adhere to the provisions of DepED Order No. 16, s. 2017.

### **SECTION 2 ROLES AND RESPONSIBILITIES OF THE PARTIES**

**Section 2.1 Roles and Responsibilities of the FIRST PARTY (DepED ROV).**

- 2.1.1 To give necessary information to the prospective proponents.
- 2.1.2 To conduct an orientation with regard to the availment of the BERF with the prospective proponents.
- 2.1.3 To conduct a selection process pursuant to DepED Order No. 16, 2017 and other means as maybe deemed necessary and/or incidental to the implementation of the said DepED Order.
- 2.1.4. To monitor the compliance of the qualified proponents.
- 2.1.5. To process the research paper submitted by the prospective proponents by setting standards as provided for under DepED Order No. 16, s. 2017; and,
- 2.1.6. To release the research fund to the Second Party in the amount of Seventy Thousand Pesos Only (PhP 70, 000.00).

**Section 2.2 Roles and Responsibilities of the SECOND PARTY**  
(Employee).

- 2.2.1. To comply with all the requirements set forth under DepED Order No. 16, s. 2017.
- 2.2.2. To receive personally the research fund.
- 2.2.3. To complete the research work as provided for under Section 4.2 of this Agreement.
- 2.2.4. To refund the full amount granted through direct payment or salary deduction within six (6) months in case the research work has not been completed on the duration as found under Section 4.2 of this Agreement, except in case of death, wherein the second party is not required to refund the amount already releases to him/her, as this Agreement shall be automatically terminated.

JESSA F. PURCIL

ROY T. BAÑAS

**SECTION 3**  
**OWNERSHIP AND AUTHORSHIP OF THE RESEARCH PAPER**

It is clearly understood, on the part of the **SECOND PARTY** that:

**Section 3.1.** That he/she will be the sole author of the research.

**Section 3. 2.** The study funded under BERF will be co-owned by the author/s and DepEd, thus, will be subject to the following restrictions:

- a. Written permission from the National and Regional Research Committee is required before presentation in research conferences, forums and other related events, or its publication in research journals and bulletins.
- b. Presentations and/or publications must duly acknowledge the funding source/s of the study.

JESSICA F. GOZO

BEBIANO I. SENTILLAS

GILBERTA SADSAD

**SECTION 4**  
**EFFECTIVITY/DURATION**

**Section 4.1** This Agreement shall be effective on the date of signing hereof.

**Section 4.2** For Applied Research the duration is one (1) year, while for Action Research, six (6) months.

Failure on the part the **SECOND PARTY** to strictly comply with any of the terms and conditions of this Agreement and under DepED Order No. 16, s. 2017 without just cause shall constitute a ground for the termination of this Agreement.



As a result thereof, the **SECOND PARTY** shall refund the whole amount extended by the **FIRST PARTY** and can no longer be entitled to participate in any call for research sponsored by DepED.

Either **PARTY** may terminate this Agreement anytime for causes other than the violation of the terms and conditions stipulated herein, provided that a written notice thereof shall be served upon the other **PARTY** at least thirty (30) days prior to the intended effectivity date of termination.

JESSA F. PURCIL

#### SECTION 5 NON-WAIVER OF RIGHTS

The failure of any **PARTY** to insist upon the strict performance of any of the terms, conditions and covenants hereof, shall not be deemed as relinquishment or waiver of any right or remedy granted to such **PARTY** nor shall it be construed a waiver of any subsequent default of the covenants which shall continue to be in full force and effect. No waiver of any rights or remedies under this Agreement shall be deemed to have been made unless expressed in writing by the concerned **PARTY**.

ROY T. BAÑAS

#### SECTION 6 COMPLETE AGREEMENT

This Agreement constitutes the complete agreement and sets forth the entire understanding and agreement of the **PARTIES** as to the subject matter of this Agreement and supersedes all prior discussions and understandings in respect of the subject of this Agreement, whether written or oral.

BEBIANO T. SENTILLAS

JESSICA F. GOZO

#### SECTION 7 AMENDMENTS

No amendments, modification or supplement to the terms of this Agreement shall be valid and effective unless agreed upon in writing and signed by the **PARTIES**.

GILBERT A. SADSAD

#### SECTION 8 GOVERNING LAW


This Agreement shall be governed by and construed in accordance with the Laws of the Republic of the Philippines, DepED Order No. 16, s. 2017 and other allied DepED Issuances.

**SECTION 9  
SEPARABILITY CLAUSE**


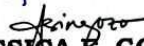
In the event that any provision of this Agreement is held invalid or contrary to law, the validity of the other terms and conditions hereof shall not be affected thereby.

**IN WITNESS WHEREOF**, the **PARTIES** have hereunto set their hands  
this \_\_\_\_\_ day of AUG 2023 2023.

**DepED Regional Office V**

  
\_\_\_\_\_  
**GILBERT T. SADSAD**  
Regional Director

**SDO - CATANDUANES**

  
\_\_\_\_\_  
**JESSA F. PURCIL**  
  
**JESSICA F. GOZO**  
Researchers

SIGNED IN THE PRESENCE OF:

  
\_\_\_\_\_  
**BEBIANO I. SENTILLAS**  
Assistant Regional Director

  
\_\_\_\_\_  
**ROY T. BAÑAS**  
Co-Chair, RRC

Republic of the Philippines )  
Legazpi City ) ss.  
**VIRAC, CATANDUANES**

### ACKNOWLEDGEMENT

BEFORE ME, a Notary Public in and for the City of Legazpi, **JESSA F. PURCIL**, **JESSICA F. GOZO**, and **GILBERT T. SADSAD**, who are known to me to be the same persons who executed and voluntarily signed the foregoing Contract of Service for research entitled, "**ASPIRATIONS AND COLLEGE READINESS OF SENIOR HIGH SCHOOL STUDENTS DURING THE NEW NORMAL EDUCATION**", which they acknowledged before me as their free and voluntary act and deed.

Parties	Identification Card	Issued By
<b>JESSA F. PURCIL</b> <b>JESSICA F. GOZO</b>	PRC License: 1124964 TIN Number: 423-603-431	PRC Legazpi BIR
<b>GILBERT T. SADSAD</b>	P9190396B	DFA

ROY T. BAÑAS

JESSA F. PURCIL

BEBIANO I. SENTILLAS

The foregoing Contract of Service consisting of six (6) pages including this page on which the acknowledgment is written has been signed on the left margin of each and every page by the parties and the witnesses.

WITNESS MY HAND AND SEAL, **22 AUG 2023** on the date and place above-written.

JESSICA F. GOZO

GILBERT T. SADSAD

Doc No. 441  
Page No. 34  
Book No. 460  
Series of 2023.

6 | Page BERF MOA

**NOTARY PUBLIC**  
**ALFRED M. AQUINO**  
Notary Public  
Commission expires on December 31, 2024  
San Jose Street, Virac, Catanduanes  
PTR No. 0227549 N/Jan. 3, 2023/Virac, Catanduanes  
MCLE Compliance No. VII-0018841/valid until April 14, 2025  
IBP Lifetime No. 017855  
Roll No. 32981

Appendix N  
**Research Instrument Adopted to Cuy & Salinas (2019)**

**ASPIRATION AND COLLEGE READINESS OF SENIOR HIGH SCHOOL  
STUDENTS DURING NEW NORMAL EDUCATION**

QUESTIONNAIRE

**A. Profile of the Respondents**

Name (Optional): \_\_\_\_\_

Sex: ☐ Male  
☐ Female

Age: \_\_\_\_\_

Monthly Family Income: \_\_\_\_\_

Number of Family Members: \_\_\_\_\_

SHS Track/ Strand:

- ☐ Academic
  - ☐ Accountancy, Business and Management (ABM)
  - ☐ General Academic Strand (GAS)
  - ☐ Humanities and Social Sciences (HUMSS)
  - ☐ Science, Technology, Engineering, and Mathematics (STEM)
- ☐ Technical- Vocational Education (TVL)
  - ☐ Agri- Fishery Arts (AFA)
  - ☐ Home Economics (H.E.)
  - ☐ Information and Communications Technology (ICT)
  - ☐ Industrial Arts (IA)

- School: ☐ Cabcab National High School  
☐ Codon National High School  
☐ Lictin Integrated School  
☐ Manambrag National High School  
☐ Maygnaway National High School  
☐ San Andres Vocational School

**B. Level of Aspiration of Senior High School Students**

Direction: Check the column on the right which corresponds to the degree of your aspiration in pursuing college given the following indicators.

<b>Indicators</b> <i>I aspire to...</i>	<b>Very High</b> <b>(5)</b>	<b>High</b> <b>(4)</b>	<b>Neutral</b> <b>(3)</b>	<b>Low</b> <b>(2)</b>	<b>Very Low</b> <b>(1)</b>
1. do well in school to fulfill my dream					
2. enjoy my college years before assuming adult responsibilities					
3. achieve a high general weighted average					
4. decide on what career I want to pursue					
5. explore new ideas					
6. acquire a well-rounded general education					
7. obtain skills I need to pursue my chosen career					
8. discover what kind of person I really want to be					
9. consistently do my schoolwork well					
10. do my best to achieve my goals					
11. finish college regardless of obstacles					
12. develop a personal code of values and ethics					
13. be confident of my academic abilities					

*Adopted to Cuy and Salinas (2019)*

### C. Level of College Readiness of Senior High School Students

Direction: Check the column on the right which corresponds to the degree of your college readiness given the following indicators.

<b>Indicators</b> <i>In pursuing college ...</i>	Very High (5)	High (4)	Neutral (3)	Low (2)	Very Low (1)
1. I have clear goals.					
2. I can handle change well.					
3. I am quick to get things done.					
4. I take care of myself and can handle uncertainty.					
5. I can manage my time well.					
6. I have done some serious thinking about career options.					
7. I have a distinct desire to be successful in college.					
8. I am self- disciplined (if something needs to be done, I do it in a timely manner).					
9. I take responsibility for my decisions for I am a good decision maker.					
10. I am optimistic about my future.					
11. I set clear achievement goals for myself.					
12. I can organize my time and things I need to do.					
13. I understand my academic strengths.					
14. I know the importance of not giving up and sticking through difficult tasks.					
15. I have an idea of what I want to do with my career.					

*Adopted to Cuy and Salinas (2019)*

Appendix O  
**Declaration of Anti – Plagiarism**

***DECLARATION OF ANTI-PLAGIARISM***

1. We, **JESSA F. PURCIL & JESSICA F. GOZO**, understand that Plagiarism is the act of taking and using another's ideas and works and passing them off as one's own. This includes explicitly copying the whole work of another person and/or using some parts of their work without proper acknowledgement and referencing.
2. We hereby attest to the originality of this research proposal and have cited properly all the references used. We further commit all deliverables and the final research study emanating from this proposal shall be of original content. We shall use appropriate citations in referencing other works from various sources.
3. We understand that violation from this declaration and commitment shall be subject to consequences and shall be dealt with accordingly by the **Department of Education and Basic Education Research Fund (BERF) Facility**.

PROPONENTS: **JESSA F. PURCIL**

SIGNATURE: \_\_\_\_\_

**JESSICA F. GOZO**

SIGNATURE: \_\_\_\_\_

DATE: **September 3, 2024**

Appendix P  
**Declaration of Absence of Conflict of Interest**

***DECLARATION OF ABSENCE OF CONFLICT OF INTEREST***

1. We, **JESSA F. PURCIL & JESSICA F. GOZO**, understand that conflict of interest refers to situations in which financial or other personal considerations may compromise our judgment in evaluating, conducting, or reporting research.
2. We hereby declare that we do not have any personal conflict of interest that may arise from our application and submission of our research proposal. We understand that our research proposal may be returned to us if found out that there is conflict of interest during the initial screening as per DepEd Order No. 16, s. 2017.
3. Further, in case of any form of conflict of interest, (possible or actual) which may inadvertently emerge during the conduct of our research, we will duly report it to the research committee for immediate action.
4. We understand that we may be held accountable by the **Department of Education** and for any conflict of interest which we have intentionally concealed.

PROPOSERS: **JESSA F. PURCIL**

SIGNATURE: \_\_\_\_\_

**JESSICA F. GOZO**

SIGNATURE: \_\_\_\_\_

DATE: **September 3, 2024**



Appendix Q  
**Curriculum Vitae**

**RESEARCHER 1**

Name : **JESSA F. PURCIL**

Date of Birth : August 10, 1989

Address : Purok 3 Bislig, San Andres, Catanduanes

Civil Status : Married

Parents

Father : JESUS T. FERNANDEZ

Mother : YOLANDA P. FERNANDEZ

Spouse : RAMON S. PURCIL JR.

Children : JAMES KYRIE F. PURCIL

: JAMES KYLE F. PURCIL

**EDUCATIONAL BACKGROUND**

Elementary : Bislig Elementary School  
Bislig, San Andres, Catanduanes  
1996-2002

Secondary : Cabcab National High School  
Cabcab, San Andres, Catanduanes  
2002 – 2006

Tertiary : Catanduanes State University  
Bachelor of Secondary Education  
Major in Mathematics  
Calatagan, Virac, Catanduanes  
2007 – 2011

Graduate Study : Master of Arts in Mathematics Education  
Catanduanes State University  
Calatagan, Virac, Catanduanes  
2013 – 2019

Doctor of Philosophy in Educational Management  
21 units  
Catanduanes State University  
Calatagan, Virac, Catanduanes  
2021 – Present

## **RESEARCHER 2**

Name : **JESSICA F. GOZO**  
Date of Birth : February 27, 1991  
Address : Purok 3 Bislig, San Andres, Catanduanes  
Civil Status : Married  
Parents  
    Father : JESUS T. FERNANDEZ  
    Mother : YOLANDA P. FERNANDEZ  
Spouse : ARIES M. GOZO

## **EDUCATIONAL BACKGROUND**

Elementary : Bislig Elementary School  
Bislig, San Andres, Catanduanes  
1997-2003  
  
Secondary : Cabcab National High School  
Cabcab, San Andres, Catanduanes  
2003 – 2007  
  
Tertiary : Catanduanes State University  
Bachelor of Secondary Education  
Major in Mathematics  
Calatagan, Virac, Catanduanes  
2007 – 2011  
  
Graduate Study : Master of Arts in Mathematics Education  
Catanduanes State University  
Calatagan, Virac, Catanduanes  
2013 – 2021  
  
Doctor of Philosophy in Educational Management  
15 units  
Catanduanes State University  
Calatagan, Virac, Catanduanes  
2023 – Present