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Correlates of Self-efficacy, Learning Style and Aptitude Across Strand of Senior High School students in San Jacinto National High School

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Abstract *– This study aimed to correlate three variables, namely, self-efficacy of the students, learning styles of the students, and their aptitude test results in the 2015 National Career Assessment Examination to the Senior High School Program. The study employed quantitative-survey research. The survey questionnaire was validated and pilot-tested prior the administration. Aptitude test results in the NCAE were grouped into five (5) based on their percentile rank of each student (n=260) and were subjected to chi-square test of independence across the strand to determine significant relationship between the aptitude level and the strand they are enrolled in. Aptitude test results were taken from the individual NCAE result available. The enrolment profile showed that the Senior High School Population (n=260) was largely fifteen-to-sixteen-aged female students. Findings revealed that, as to the 2015 NCAE test results, those enrolled under STEM and ABM had an average aptitude while those enrolled under GAS, HUMSS, TVL-CHS TVL-FBS, TVL-Computer Programming and TVL Cookery registered a below average aptitude. Moreover, findings revealed a moderate confidence in their level of self-efficacy in terms of Enlisting Social Resources, Academic Achievement, Self-regulated learning, Self-regulatory efficacy, Meeting Others' Expectations. Social Self-efficacy, and Enlisting Parental and Community Support. Further, findings reported means interpreted as 'moderately agree' when variables were grouped as to what learning style is dominating in each of the strand. As to the correlates, a significant relationship was found between the students' strands and the level of their self-efficacy to all the parameters set for each learning style measured in the study. Further, a significant relationship was found in at least one parameter of the sensing-thinking, sensing-feeling, and intuitive-thinking learning styles, but none in intuitive-feeling learning style. More studies may be conducted along these parameters of significant and non-significant relationship to analyze findings that can be used for re-aligning students in the strand.*

Keywords – self-efficacy, learning style, aptitude, senior high school

INTRODUCTION

The San Jacinto National High School has offered the Senior High School Curriculum during the first semester School Year 2016-2017 with more or less 400 students grouped according to the strand they enrolled in, viz: Core Track (STEM, ABM, GAS, or HUMMS) or TVL Track (FBS, Cookery, and CHS).

Observations on the performance of the students as a whole revealed, however, that students who are enrolled in one strand cannot cope with their subjects. Senior High School teachers in the different strands often report, during small group conferences, students whose characteristics do not fit what the strand he or she is presently enrolled in requires which results to low performance at least during the first half of the semester.

A quick review of their grades based on their documents when they 'moved up' from Junior High School further revealed the incapacity of most students to even really 'move to higher learning'. Their general averages from Grade 10 alone can speak to their possible level

of performance in Senior High School, in Grade 11. While it is true that a student's capacity is not judged entirely through grades alone, the grades – as they are – at least mean something. In DepEd, general averages are used to promote or retain a student.

What appears to be more convincing is that the same observation are raised by teachers on-line in some closed groups in social networking sites establishing the existence of the problem not only locally but nationally. Ironically, DepEd Order No. 55, s. 2016 was released a month after the official opening of classes when students were already enrolled at the LIS in their respective strands. Such Order clarified entry requirements of students intending to enroll in each strand. However, the Order failed to offer solutions on what to do with students who were enrolled in the strand and with entry requirements they did not meet. On this ground, the school retained the students to the strands where they are presently enrolled in and observed how they would do in the coming months.

It is this observation of the gap that prompted the researcher to study factors or variables other than those utilized in DepEd Order No. 55, s. 2016 as basis of re-aligning students through variable correlation, probably for the second semester of the current school year. Moreover, the researcher would like to correlate self-efficacy, learning styles and aptitude to the learning strands.

OBJECTIVES OF THE STUDY

This study aimed to correlate three variables, namely, self-efficacy of the students, learning styles of the students, and their aptitude test results in the 2015 National Car Assessment Examination to the Senior High School Program. Specifically, this study profiled the enrolment of the Senior HS Program during the S.Y. 2016-2017 in terms of age, gender, and strand; profiled the participants in terms of their aptitude as revealed by their NCAE test results across the strand; assessed their level of self-efficacy and dominating learning style in terms of specific criteria, and correlated the self-efficacy, learning styles and aptitude results.

MATERIALS AND METHOD

This study employed the quantitative-survey type of research, and data were collected through triangulation techniques. For the qualitative data, schools records like Grade 10 records and their NCAE test scores were obtained from the records office after the researcher sought permission from the school principal. Observations on the students' performance from informal interviews from their advisers and teachers were collected as well. For the quantitative data, a survey-questionnaire inquired on the students' perceived level of self-efficacy, and their perceived learning style.

Aptitude test results in the NCAE results were grouped into five (5) based on the percentile rank of each student and were subjected to chi-square test of independence across the strands to determine significant relationship between the aptitude level and the strand they are enrolled in. Aptitude test results were taken from the individual NCAE result at the school's Guidance Office.

A Likert scale of 1 to 5 was administered to the students to determine their learning style and the level of self-efficacy. Responses of the students were subjected to weighted mean, and were interpreted based on a scale of interpretation developed by the researcher. A chi-square test of independence was utilized to determine significant relationship between aptitude and level of self-efficacy and type of learning style. Data were analyzed statistically.

RESULTS AND DISCUSSION

Enrolment profile data shows that the Senior High School students enrolled in San Jacinto National High School during the first semester of the School Year 2016-2017 are largely fifteen-to-sixteen-aged female students. Results, however, show that one-third of the students are 17 years old and above.

Further, results reveal that almost two-thirds of the participants (65.9%) were enrolled in the Technical Vocational Strands, and a little over one-third was enrolled under the Academic Strand (34.1%). Computer Programming and the Accountancy and Business Management strands

Table 1. *Profile on the level of aptitude of the Senior HS students across strand*

Areas in NCAE Aptitude Tests	STEM	GAS	HUMMS	ABM	TVL-CHS	TVL-FBS	TVL-CPrg	TVL-Ckry
1. Scientific Ability	2.82 a	2.33 ba	2.50 ba	2.58 ba	1.74 p	2.09 ba	2.18 ba	2.04 ba
2. Reading Comprehension	2.77 a	2.44 ba	2.89 a	2.77 a	1.82 ba	1.85 ba	2.08 ba	1.89 ba
3. Verbal Ability	2.50 ba	2.55 ba	2.50 ba	2.94 a	1.75 p	1.93 ba	2.07 ba	2.04 ba
4. Mathematical Ability	2.68 a	2.22 ba	2.38 ba	2.48 ba	2.07 ba	2.11 ba	2.23 ba	1.94 ba
5. Logical Reasoning Ability	2.32 ba	2.50 ba	2.13 ba	2.42 ba	1.89 ba	2.15 ba	1.89 ba	2.12 ba
General Scholastic Aptitude (Sub-mean)	*2.62 a*	*2.40 ba*	*2.48 ba*	*2.64 a*	*1.85 ba*	*2.03 ba*	*2.09 ba*	*2.01 ba*
6. Clerical Ability	2.32 ba	2.67 a	2.88 a	2.81 a	1.64 p	1.79 p	1.89 ba	1.51 p
7. Non-verbal ability	2.50 ba	2.44 ba	2.75 a	2.77 a	1.82 ba	1.85 ba	2.13 ba	1.94 ba
8. Visual Manipulative Skill	2.59 ba	2.11 ba	1.17 p	2.65 a	1.72 p	2.38 ba	2.11 ba	1.77 p
Technical-vocational Aptitude (Sub-mean)	*2.47 ba*	*2.41 ba*	*2.27 ba*	*2.74 a*	*1.73 p*	*2.01 ba*	*2.04 ba*	*1.74 p*
9. Humanities and Social Science	2.60 a	2.44 ba	2.88 a	2.87 a	1.64 p	1.85 ba	1.97 ba	1.79 p
10. Science, Technology, Engineering and Mathematics	2.73 a	2.56 ba	1.33 p	2.77 a	1.80 p	1.94 ba	2.11 ba	2.10 ba
11. Accountancy, Business and Management	2.77 a	2.56 ba	3.13 a	2.84 a	1.82 ba	2.00 ba	2.17 ba	2.04 ba
Academic Track (Sub-mean)	*2.70 a*	*2.52 ba*	*2.45 ba*	*2.83 a*	*1.75 p*	*1.93 ba*	*2.08 ba*	*1.98 ba*
Average Weighted Mean	2.60 a	2.46 ba	2.40 ba	2.74 a	1.78 p	1.99 ba	2.07 ba	1.91 ba

Legend: e – excellent, ab – above average, a – average, la – below average, and p - poor

Table 1 displays the weighted means of the participants enrolled in the different strand across the different areas of NCAE Aptitude Tests in terms of the General Scholastic Aptitude, Technical-Vocational, and Academic Track. Findings showed that students enrolled under the Science, Technology, Engineering and Mathematics (STEM) Strand and under the Accountancy and Business Management (ABM) possessed an average aptitude level.

As to the General Scholastic Aptitude, STEM and ABM students had a comparably equal weighted means which are interpreted to be an average aptitude level. Other strands had registered means which are interpreted as below average. It has to be noted that students under the TVL-CHS strand had the lowest weighted mean to represent their scholastic aptitude.

As to the Technical-Vocational Aptitude, ABM solely registered an average level of aptitude and all the other strands registered below average aptitude, and in the case of TVL-CHS, a poor aptitude level. With emphasis, no strands under the TVL curriculum registered an average level of aptitude in the strand where they are supposed to be the 'most fit'.

As to the Academic Strand Aptitude, the STEM and ABM students registered an average aptitude level. All the other strands registered below average aptitude level, and in the case of the TVL-CHS, a poor aptitude level. Further, the table shows the following findings: STEM strand and ABM strand students have average aptitude level in the three academic strands, GA Strand students have below average aptitude level in all the three academic strands, and HUMMS students have average aptitude for HUMMS and ABM strands but below average for STEM strand.

Table 2. Summary Table on the Participants' Self-efficacy

Type of Self-Efficacy	STEM	GAS	HUMMS	ABM	TVL-CHS	TVL-FBS	TVL-CPrg	TVL-Ckry
1. Enlisting Social Resources	2.45 mc	2.12 mc	2.42 mc	2.39 mc	2.67 c	2.35 mc	2.52 mc	2.74 c
2. Academic Achievement	2.24 mc	2.32 mc	2.22 mc	2.51 mc	2.65 c	2.07 mc	2.48 mc	2.44 mc
3. Self-regulated Learning	2.44 mc	2.24 mc	2.35 mc	2.48 mc	2.61 c	2.36 mc	2.67 c	2.61 c
4. Self-regulatory Efficacy	1.43 nc	1.33 nc	1.53 nc	1.50 nc	1.77 nc	1.73 nc	1.84 mc	1.73 nc
5. Meet Others' Expectations	2.03 mc	1.94 mc	2.12 mc	2.18 mc	2.26 mc	1.69 nc	2.18 mc	2.05 mc
6. Social Self-efficacy	1.64 nc	1.45 nc	1.66 nc	1.59 nc	1.93 mc	1.55 nc	2.23 mc	1.85 mc
7. Self-assertive Efficacy	2.01 mc	1.86 mc	2.21 mc	2.17 mc	2.10 mc	1.47 mc	2.19 mc	1.80 nc
8. Enlisting Parental and Community Support	2.33 mc	2.14 mc	2.66 c	2.65 c	2.58 mc	2.39 mc	2.67 c	2.11 mc
Average Weighted Mean	2.07 mc	1.93 mc	2.15 mc	2.19 mc	2.32 mc	1.95 mc	2.35 mc	2.17 mc

Legend: vhc – very highly confident, hc – highly confident, c – confident, mc – moderately confident, and nc – not confident

Table 2 summarizes the level of self-efficacy of the students across the areas measured in the study. Findings revealed that the student-participants, that is, the Grade 11 Senior High School student of San Jacinto National High School enrolled during the first semester of School Year 2016-2017 were merely moderately confident in their concept of their self-efficacy.

This means that none of the students was confident in any area of self-efficacy measured in the study. This can help explain partially the non-alignment of the students' talents or skills to the strands where they were and are enrolled in.

Table 3. Summary Table on the Participants' Dominating Learning Style

Learning Style	STEM	GAS	HUMMS	ABM	TVL-CHS	TVL-FBS	TVL-CPrg	TVL-Ckry
1. Sensing-thinking	2.17 ma	1.98 ma	1.98 ma	2.01 ma	2.54 ma	2.06 ma	2.35 ma	2.15 ma
2. Sensing-feeling	2.25 ma	2.19 ma	2.06 ma	2.07 ma	2.40 ma	2.08 ma	2.38 ma	2.25 ma
3. Intuitive-thinking	2.16 ma	2.21 ma	2.08 ma	2.18 ma	2.49 ma	2.13 ma	2.40 ma	2.27 ma
4. Intuitive-feeling	2.26 ma	2.21 ma	2.35 ma	2.26 ma	2.43 ma	2.20 ma	2.46 ma	2.29 ma

Legend: vha – very highly agree, ha – highly agree, a – agree, ma – moderately agree, and d – disagree

Table 3 summarizes the dominating learning styles of the student-participants across their strands. Findings revealed that the students, when grouped into strands, moderately agree on the four (4) learning styles measured. This indicates that the grouping of the students in the strands are not guided by any learning style. This further means that learning style is not evident among the students on their choice of strand.

Table 4. Correlation between type of strand and criteria for self-efficacy

Type of Strand vs Criteria for Self-efficacy	X^2	p-value
Self-Efficacy in Enlisting Social Resources		
1. Get teachers to help me when I get stuck on schoolwork (Nagpapatulong ako sa mga guro ko pag nahihirapan ako sa school works ko.)	26.215	0.561
2. Get another student to help me when I get stuck on schoolwork (Nagpapatulong ako sa katulad kong estudyante pag nahihirapan ako sa school works ko.)	47.738*	0.011
3. Get adults to help me when I have social problems (Pag may social problem ako, nagpapatulong ako sa mas matanda sakin)	15.089	0.977
4. Get a friend to help me when I have social problems (Pag may social problems ako, nagpapatulong ako sa mga kaibigan ko).	28.392	0.444
Self-Efficacy for Academic Achievement		
1. Learn my core subjects in my strand. (Kaya kong pag-aralan ang mga core subjects ng senior high school.)	51.398*	0.004
2. Learn the specialized subjects in my strand. (Kaya ko pag-aralan ang mga specialized subjects sa strand ko.)	35.090*	0.028
3. Learn the applied subjects in my strand. (Kaya kong pag-aralan ang	44.388*	0.025

	mga applied subjects sa strand ko.)		
Self-Efficacy for Self-Regulated Learning			
1.	Finish my homework assignments by deadlines (Kaya kong tapusin ang mga assignments ko at maipasa bago deadlines.)	27.413	0.496
2.	Get myself to study when there are other interesting things to do (Kaya kong piliin ang pag-aaral kahit may ibang mas magandang gawin.)	35.147	0.166
3.	Always concentrate on school subjects during class (Kaya kong mag-concentrate palagisa mga subjects ko sa strand pag may pasok.)	14.162	0.986
4.	Take good notes during class instruction (Pag may klase, nag-ti-take down notes ako.)	46.251*	0.016
5.	Use the library to get information for class assignments (Pag may assignments, kaya kong pumunta sa library para gawin ito.)	44.995	0.120
6.	Plan my schoolwork for the day. (Kaya kong iplano ang buong araw na gawain ko sa school.)	37.435	0.110
7.	Organize my schoolwork (Kaya kong i-organize mula umpisa hanggang dulo ang mga gagawin ko sa school.)	42.402*	0.040
8.	Remember well information presented in class and textbooks (Kaya kong maalala ang mga pinag-aralan sa klase o ang mga nabasa ko sa libro.)	24.650	0.904
9.	Arrange a place to study without distractions (Kaya kong maghanap ng lugar sa school para mag-aral na walang gagambala sa akin.)	33.856	0.206
10.	Get myself to do schoolwork (Kaya kong utusan ang sarili ko para gawin ang mga trabaho ko sa school.)	21.610	0.799
Self-Regulatory Efficacy			
1.	Resist pressure to do things in school that can get me into trouble (Kaya kong lumayo sa mga bagay or pangyayari sa school na pwede ko ikapahamak.)	41.887*	0.044
2.	Stop myself from skipping school when I feel bored or upset (Kaya kong labanan ang pakiramdam ng katamaran or pagkainis sa school para hindi ako umabsent.)	48.960*	0.008
3.	Resist pressure to smoke cigarettes. (Kaya kong labanan ang pakiramdam na gusto kong manigarilyo.)	28.430	0.442
4.	Resists pressure to drink beer, wine, or liquor. (Kaya kong labanan ang pakiramdam na uminom ng alak.)	41.626	0.205
5.	Control my temper. (Kaya kong i-control ang temper ko, mahaba ang pasensya ko.)	39.498	0.073
Self-Efficacy to Meet Others' Expectations			
1.	Live up to what my parents expect of me. (Ang ginagawa ko ay kung ano ang ini-expect sa akin ng mga magulang ko.)	45.878*	0.001
2.	Live up to what my teachers expect of me (Ang ginagawa ko ay kung ano ang ini-expect ng mga teachers ko.)	32.202	0.266
3.	Live up to what my peers expect of me. (Ang ginagawa ko ay kung ano ang ini-expect sa akin ng mga kabarkada o kaibigan ko.)	37.105	0.117
4.	Live up to what I expect of myself. (Ang ginagawa ko ay kung ano ang sa tingin kong kaya ko.)	19.586	0.879
Social Self-Efficacy			

1.	Make and keep friends of the opposite sex. (Kaya kong makipagkaibigan sa opposite na sex.)	37.336	0.362
2.	Make and keep friends of the same sex. (Kaya ko makipagkaibigan sa tulad kong lalaki/babae)	28.408	0.443
3.	Carry on conversations with others (Kaya kong makipagkwentuhan sa iba sa school).	29.553	0.385
4.	Work well in group. (Pag may group work, kaya kong makipag-work sa mga ka-grupo ko.)	30.560	0.337
Self-Assertive Efficacy			
1.	Express my opinions when other classmates disagree with me. (Kaya kong sabihin ang opinion ko pag hindi sang-ayon sakin ang iba.)	31.011	0.317
2.	Stand up for myself when I feel I am being treated unfairly. (Kaya kong ipaglaban ang sarili ko pag pakiramdam ko tinatrato ako ng hindi tama.)	27.230	0.506
3.	Get others to stop annoying me or hurting my feelings. (Kaya kong sabihan at pahintuin ang mga taong nanloloko sa akin o sinasaktan ang damdamin ko.)	27.282	0.503
4.	Stand firm to someone who is asking me to do something unreasonable or inconvenient. (Kaya kong manindigan sa taong nag-uutos sa akin ng isang bagay na ayokong gawin.)	29.059	0.410
Self-Efficacy for Enlisting Parental and Community Support			
1.	Get my parents to help me with a problem. (Kaya kong magpatulong sa mga magulang ko pag may problema ako.)	27.115	0.512
2.	Get my brother/s and sister/s to help me with a problem. (Kaya kong magpatulong sa mga kuya at ate ko pag may problema ako.)	40.685	0.166
3.	Get my parents to take part in school activities. (Kaya kong i-involve ang mga magulang ko sa mga school activities.)	45.992*	0.017
4.	Get people outside the school to take an interest in my school, for example, community groups, church, etc. (Kaya kong i-involve ang community ko para magka-interest sa mga ginagawa sa school tulad ng simbahan, community groups, at iba pa.)	54.600*	0.002

*Legend: * - significant at 0.05a; ** - significant at 0.01a*

Table 4, generally, reports that a significant relationship was found between the strand the students were enrolled in and the level of their self-efficacy at least in one parameter for enlisting social resources, self-regulatory efficacy, meeting others' expectations, and enlisting parental and community support. No significant relationship among parameters were found in other self-efficacy constructs.

Table 5. Correlation between type of strand and learning style

Type of Strand vs Learning Style	X^2	p-value
Sensing-thinking learning style		
1. practicing what I learned	21.398	0.435
2. following directions one at a time	24.657	0.262
3. when I know what is expected to be done	33.374	0.222
4. drill and practice	33.612	0.214
5. demonstration	54.930*	0.002
6. hands on experience	57.030*	0.001
7. doing things that have immediate and practical use	24.576	0.651
8. being acknowledged for thoroughness and detail	21.579	0.424
9. immediate feedback (rewards, privileges, etc)	28.601	0.433
10. completing tasks for which there are no practical uses	18.288	0.631
11. activities that require imagination and intuition	48.003*	0.011
12. activities with complex directions	32.719	0.246
Sensing-feeling learning style		
1. studying about things that directly affect people's lives	25.158	0.619
2. receiving personal attention and encouragement from my teachers	20.872	0.831
3. being in a team, collaborating with students	26.662	0.537
4. group experiences and projects	32.068	0.272
5. role playing	35.691	0.151
6. personal expression and personal encounters	46.839*	0.014
7. receiving personal attention and encouragement	25.753	0.873
8. opportunities to be helpful in class	18.484	0.913
9. shaping personal feelings and experiences with others	30.892	0.322
10. long periods of working alone silently	24.661	0.646
11. emphasis on factual detail	27.234	0.506
12. highly competitive games where someone loses	27.268	0.504
Intuitive-thinking learning style		
1. planning and carrying out project on my own	20.633	0.840
2. arguing or debating a point based on a logical analysis	26.903	0.524
3. problem solving that requires collecting, organizing, and evaluating data	33.446	0.220
4. lectures	43.783	0.147
5. reading	30.988	0.318
6. logical discussions and debates	26.098	0.568
7. time to plan and organize my work	38.751*	0.011
8. working independently or with other intuitive-thinking types	28.933	0.116
9. working with ideas and things that challenge me to think, to	25.447	0.228

explore, to master		
10. routine or rote assignments	25.479	0.602
11. memorization	39.925	0.067
12. concern for details	23.111	0.727
Intuitive-feeling		
1. being creative and using my imagination	22.304	0.382
2. working at a number of things at one time	35.671	0.437
3. discussing for real problems and looking for real solutions	23.156	0.725
4. creative and artistic activities	30.547	0.683
5. open ended discussions of personal and social values	23.322	0.717
6. activities that enlighten and enhance (myths, human achievement, dramas, etc)	24.975	0.629
7. contemplation	20.599	0.542
8. being able to learn through discovery	22.824	0.742
9. opportunity to plan and pursue my own interests	33.718	0.210
10. too much attention to detail	28.848	0.420
11. facts, memorization, rote learning	21.835	0.789
12. tasks with predetermined correct answers	28.006	0.464

*Legend: * - significant at 0.05a; ** - significant at 0.01a*

Table 5, generally, reports that a significant relationship was found in at least one parameter of the sensing-thinking, sensing-feeling and intuitive-thinking learning styles, but none in intuitive-feeling learning style.

CONCLUSION AND RECOMMENDATION

Based on the conclusions, the researcher recommends the following, the researcher recommends for a cross-examination and progress monitoring on the students enrolled in the following strands who registered a below-to-poor aptitude: GAS, HUMMS, TVL-CHS, TVL-FBS, TVL-Computer Programming, and TVL-Cookery. Analysis of outputs and performance tasks will greatly provide rich sources of information for inevitable decision-making; a lecture on self-efficacy will be formed part of the program of the Guidance Office in its Career Guidance Week to help students build a strong sense of confident in the strands they would enroll in, since the result reported a moderate level of confidence among the areas of self-efficacy measured; and a training on handling a group with various learning styles will be implemented among the senior high school teachers to equip and/or enhance their teaching strategies, since the results revealed non-homogeneity of learning styles in each strand.

Further studies per strand have to be conducted to further supplement or craft a re-alignment framework for the senior high school students since the aptitude, self-efficacy and learning styles reported non-conclusive and non-strand-specific findings.

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