Research Article

Multiple Intelligence and Career Preference: A Basis for Senior High School Career Guidance Orientation

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ABSTRACT

This study aimed to determine the multiple intelligence and career preferences of Grade XII students of Biabas Trade High School as the basis for career guidance orientation. The respondents of the study are the 179 grade 12 students from different tracks. A descriptive survey method type of research was used in conducting the research using an adapted multiple intelligence test survey, multiple intelligence checklist, and an adapted and modified inventory of occupational interest checklist from National Career Assessment Examination (NCAE). The results were analyzed using analysis of variance and Pearson r to determine the significant difference and significant correlation respectively. The results showed that there is no significant relationship between the multiple intelligence and career preferences of the students. This implies that students have different multiple intelligences without any regard to their career preference. It was observed that among the nine multiple intelligences, the Existential and the Kinesthetic strength are most dominant among the Grade 12 Senior High School students. On the other hand, students who fall under the Logical strength are the least dominant. In terms of career preferences, the careers that fall under the Interpersonal strength are most dominant. The least dominant preferred careers are the ones that belongs to the Existential strength. Based on the given result, it is recommended that it must be disseminated to all senior high school teachers, career guidance advocates, and school heads through conference, in-service trainings, or during LAC sessions to communicate the importance of developing multiple intelligence and career guidance orientation among senior high school students.

Keywords: *career guidance orientation, career preference, decision-making, multiple intelligence*

Introduction

Students' welfare and development is one of the primary goals of the Department of Education. Teachers are continually doing their best to provide quality education to students and prepare them for the real world around them, guided by the Department of Education's Vision, Mission, and Core Values.

The Department of Education promotes the K to 12 programs to improve children's fundamental skills, create more knowledgeable people, and train graduates for continuous professional growth and career development.

The K-12 program's implementation helps the senior high school graduates be fully prepared to enter the door of opportunities in college (*kolehiyo*), employment (*trabaho*), and business (*negosyo)* after graduation. Senior high school students still have diverse dreams and interest in life after graduation, specifically choosing their career that will suit their capacity and interest.

Even though making a career choice is a process that continues throughout one's life, making the decision itself is very important for students who are about to graduate from high school Bacaling (2018). It is a process that never ends throughout a person's lifetime and affects every aspect of their development. Students must know what door they will enter right after graduation that interests them and fit their abilities by learning their multiple intelligences. With this, it will not be hard for them to adjust and select their right career path.

This study is anchored on the research conducted by Tacuban (2017). This study shows that the theory of Multiple Intelligences can support and help career advocates/ teachers address issues encountered by students in choosing their college courses by grouping students whose dominant intelligences are suited in a particular college course. Suppose students are given career guidance based on their interests and abilities. In that case, these students have a definite chance to succeed in their college courses compared to those who have not received any career guidance.

This study is also guided by the research conducted by Pabalinas et al. (2015). The study found out that the students' inclination to multiple intelligence has a significant relationship to their career choice. Moreover, this study is also guided based on the research conducted by Shearer and Luzzo (2009). Based on this report, Multiple Intelligences should encourage and help teachers/professional advocates discuss the challenges students face in selecting their professions right after graduation from secondary school. Choosing the ideal career that suits them is one of the most important decisions to make. They need advice in the proper selection of their careers.

Therefore, senior high school students require a great deal of sincere and competent guidance, particularly when choosing their professions, given their inherent multiple intelligence and ability. So, suppose the students are given career guidance based on their interests and skills. In that case, they will become self-cognizant and equipped not just for today's world but prepared for their future worthwhile career compared to those who have not received any career guidance.

To know student's intelligence is to open the door for their better career. Students' ability to acknowledge and understand their diverse intelligence yields to better performance and participation and alignment to their potentials to a specific career. At this point, a student must take essential and critical decisions in the selection of a profession that will decide his or her future success.

Enhanced Basic Education Act of 2013 (R.A. No. 10533), better known as the K to 12 Law, strengthened the primary education system of the Philippines by improving its curriculum and expanding the number of years in basic education. The new curriculum implemented a senior high school program that shall allow students to choose a track that best suits their capabilities to succeed in college education, entrepreneurship, or job employment. Every career consists of several intelligence-related responsibilities. It points out that much different intelligence is required for a particular career path and necessary to cultivate and nurture all this intelligence. No two students are alike. As cited by Hopkins (2014), The educator is like a gardener who manages different plants indi-

vidually, not like a large-scale farmer who provides uniform care to as similar as possible to uniform plants. As mentioned by Parojenog (2020), Teachers want their discussions to benefit all students, especially in decision-making. They find ways to ensure that student's time in school with them is productive and not wasted. Teachers should determine students' learning needs to address learning difficulties and improve learning among students.

Gardner (2000) believes that most of today's world activities involve a combination of multiple intelligences to work together for progress. For example, a good lawyer has to be trained linguistically (written and spoken).

Armstrong (1994), as cited by Butron (2021) said that teachers could help students make smart career decisions by realizing how smart they are. Armstrong states that the philosophy of multiple intelligences stresses the wide variety of ways adults fulfill their work in life. Armstrong figures out that it is necessary to help learners see the continuum of professions relevant to each intelligence field.

Johnston (1998), as cited by Tacuban (2017), states that most students who leave their tertiary education noted three (3) distinct reasons. As stated by the respondents, these reasons include 1. they do not like the course, finding it unsuitable, 2. personal reasons, and 3. academic problems. This specific problem can be minimized if students will undergo career guidance before exiting the K-12 curriculum. It means assessing their intelligence and capabilities will help them determine the most appropriate courses to take.

Thus, to get into the thinking of being proactive with career decisions, it becomes necessary for schools and career counseling supporters to function as agents to validate improvements and the intended paradigm shift. It is also vital to help secondary school students in their career choices, ensure that they make comfortable career decisions, etc.

Objectives of the Study
This study's main thrust was to assess the Grade XII senior high school students' multiple intelligence and career preferences in Biabas Trade High School.

Particularly, the purpose of this study is to address the following objectives:
1. What is the multiple intelligence of senior high school students?
2. What is the preferred career of senior high school students?
3. Is there a significant relationship between the multiple intelligence and the career preferences of the students?

Methods
The study aimed to determine senior high school students' multiple intelligence and career preference as the basis for career guidance orientation. The study was conducted in Biabas Trade High School- Biabas, Ubay, Bohol. The researchers were able to gather data from 179 respondents who came from the different tracks which includes ABM, HUMSS, Bread and Pastry, Cosmetology, Automotive, and Electronics. The researchers used purposive sampling method and included all the 179 Grade 12 senior high school students to ensure quality of results.

A descriptive survey method type of research was used in conducting the research through the use of an adapted multiple intelligence test survey. An adapted and modified multiple intelligence survey from McKenzie (1999) and multiple intelligence checklist from Armstrong (1994) were utilized to determine the students' multiple intelligence levels, and an adapted and modified inventory of occupational interest checklist from National Career Assessment Examination (2015) was used to determine all Grade XII students' career preference. It will serve as the basis for the career orientation program for the senior high school graduating students. A survey-questionnaire was given to the respondents to provide the needed answers to the problem's statement in this study as formulated.
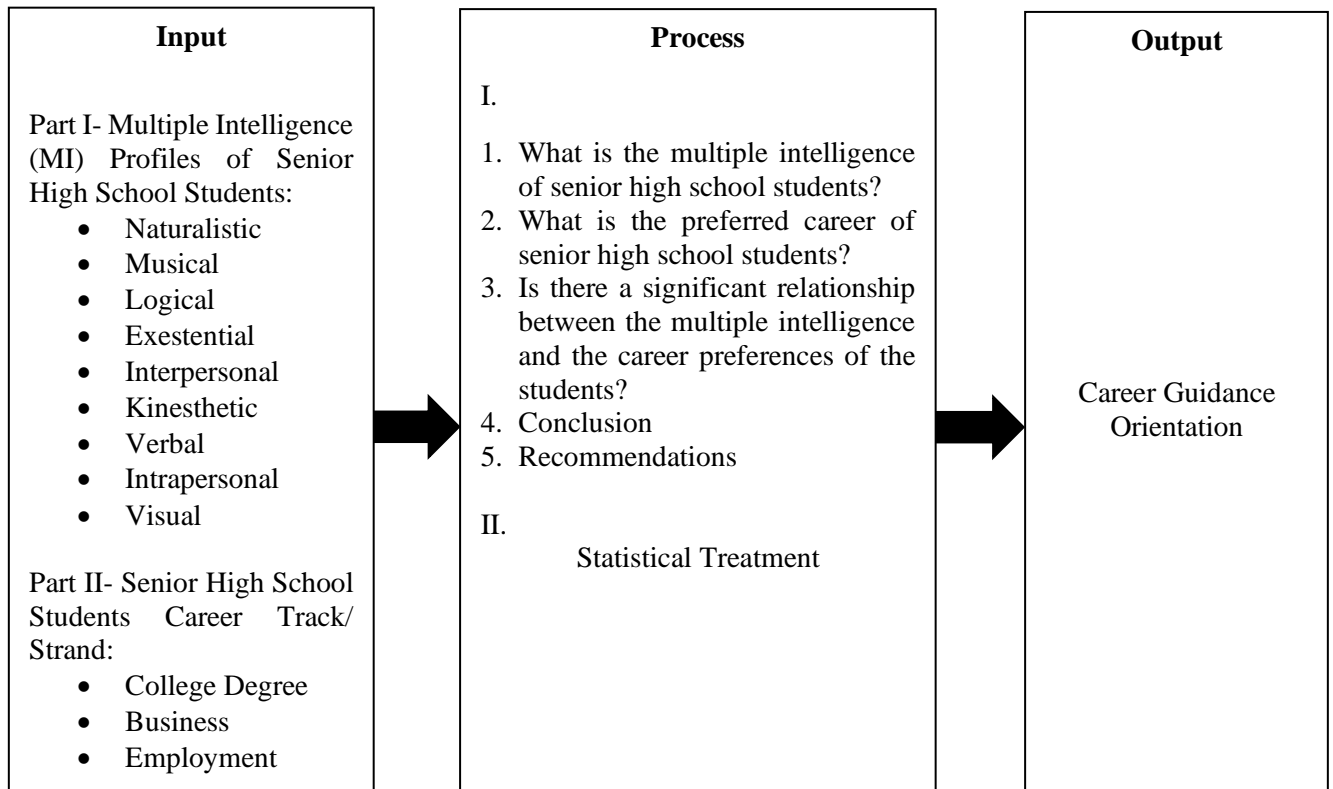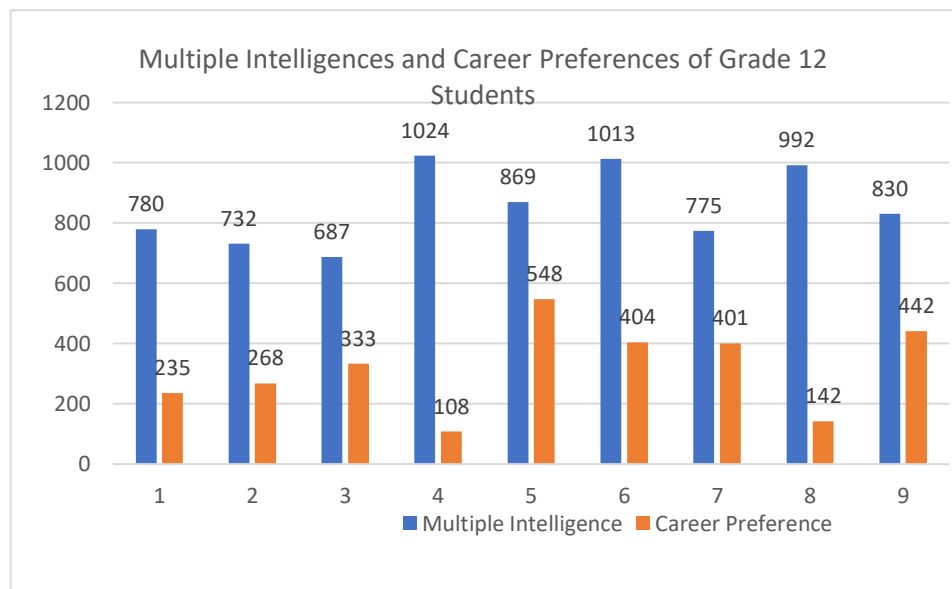
Input	Process	Output
Part I- Multiple Intelligence (MI) Profiles of Senior High School Students: • Naturalistic • Musical • Logical • Exestential • Interpersonal • Kinesthetic • Verbal • Intrapersonal • Visual Part II- Senior High School Students Career Track/ Strand: • College Degree • Business • Employment	I. 1. What is the multiple intelligence of senior high school students? 2. What is the preferred career of senior high school students? 3. Is there a significant relationship between the multiple intelligence and the career preferences of the students? 4. Conclusion 5. Recommendations II. Statistical Treatment	Career Guidance Orientation

Figure 1. Research Paradigm

Results and Discussion

The data shows that among the nine multiple intelligences, the Existential and the Kinesthetic strength are most dominant among the Grade 12 Senior High School students. On the other hand, students who fall under the Logical strength are the least dominant. In terms of career preferences, the careers that fall under the Interpersonal strength are most dominant. The least dominant preferred careers are the ones that belongs to the Existential strength.

Multiple Intelligence	Career Preference	X^2	Y^2	XY
780	235	608400	55225	183300
732	268	535824	71824	196176
687	333	471969	110889	228771
1024	108	1048576	11664	110592
869	548	755161	300304	476212
1013	404	1026169	163216	409252
775	401	600625	160801	310775
992	142	984064	20164	140864
830	442	688900	195364	366860
TOTAL	7702	2881	6719688	1089451	2422802

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[\,n\sum x^2 - (\sum x)^2\,][\,n\sum y^2 - (\sum y)^2\,]}}$$

$$r = \frac{9(2422802) - (7702)(2881)}{\sqrt{[(9)(6719688) - (7702)^2][(9)(1089451) - (2881)^2]}}$$

$$r = \frac{21805218 - 22189462}{\sqrt{[60477192 - 59320804][9805059 - 8300161]}}$$

$$r = -0.291274036$$

$$p - value = 0.67$$

The data shows that since the p-value is greater than the level of significance, then the null hypothesis is accepted. This means that there is no significant relationship between the multiple intelligence and career preferences of the students.

This implies that students have different multiple intelligences without any regard to their career preference.

Recommendations

The implementation of the K-12 programs including the senior high school in the Philippines needs support from educators to achieve its objectives and goals of intensifying the quality of education to meet global standards. The results of the study shall be disseminated through research conferences and teachers' seminar in order to communicate the importance of developing multiple intelligence and career guidance orientation among senior high school students for their awareness. This shall give way for the researcher to develop teaching strategies that integrates specific intelligence for a career track. A plan of action shall be useful in disseminating the information through in-service trainings and LAC sessions.

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