



AMERICAN JOURNAL OF MULTIDISCIPLINARY RESEARCH AND INNOVATION (AJMRI)

ISSN: 2158-8155 (ONLINE), 2832-4854 (PRINT)

VOLUME 2 ISSUE 3 (2023)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

Perception of Senior High School Learners in Selected Northern Cebu Provinces Towards Bachelor of Science in Fisheries: Inputs for Marketing Interventions

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Article Information

Received: April 01, 2023

Accepted: April 21, 2023

Published: April 28, 2023

Keywords

*Fisheries, Senior High School,
Career Guidance Program*

ABSTRACT

The study sought to characterize and determine the level of perception of Senior High School students on the degree program Bachelor of Science in Fisheries based on different perception domains as anchored from the Human Capital Theory of Becker, Signal Theory of Spence, Certificate Theory of Collins, and Search and Matching Theory of Diamond and Mortensen. Career Guidance Program and short infomercial videos have been proposed based on the findings. This study utilized a descriptive-quantitative research design using researcher-made questionnaires via purposive sampling of 304 respondents that were implemented online and physically in the selected provinces in the northern part of Cebu, Philippines. Processing of data involved frequency, simple percentage, ranking, simple average, weighted mean, and standard deviation. Findings suggest that majority of the respondents aim for business-related degrees, followed by health sciences and engineering. Awareness of existing fisheries academes, facilities in Northern Cebu, worker population, fisheries-related laws and government agencies is limited. Respondents expressed particular interest on the degree program in terms of participation on orientation, aquaculture, post-harvest processing, affordability, employment opportunities, stability, career-related job as water and soil technicians, immediate employment with less competition, promotions, and teaching opportunities as graduates. Respondents noted the program's potential to help communities and small-scale fishing farmers and the potential pride of being a BS in Fisheries graduate.

INTRODUCTION

The Philippines being archipelagic in its structure always prides on its wide array of utilization on aquatic and marine-related resources. However, to date, the fishing industry faces several issues around effective management, policing, monitoring, regulating, governments' roles and responsibilities versus those of the community, industry and private sectors; resource conservation and sustainability of current fishing activities (Aslin, 2001).

Clemente (2014) states that the Philippine agriculture sector has been long claimed as the most essential element of civilization and the pillar of the country's economy. The sector ensures food supply, the major provider of raw products for the industries, foreign exchange source through export surpluses, employment and livelihood, and a catalyst of industrialization.

He noted further that the well-crafted agrarian reform program of the country still has not improved the system because the producers are still landless, less educated, deficit in farming knowledge and technology, less supported by the government, and are usual victims of structural prejudices. Additionally, the Commission of Higher Education (CHED) 2011 report revealed that there is about 50% decline on enrolments for agriculture, fisheries, and forestry and veterinary medicine within a 10-year period only from 1999-2000 to 2010-2011. Similarly, Lilo and Dalabajan, as cited in Macaranas (2017), noted that a study by Oxfam International 2011 that there are 1.61 million Filipinos are engaged in fishing. Moreover, over the past years, agricultural tertiary courses have been

experiencing decline in terms of enrollment. Fernandez (2015) noted that while there is a major decrease on the enrollment, the demand for agricultural products is to continue increasing as Filipinos seek sustainable, nutritious, and safe agricultural products.

This is why a premium has been placed on professionalizing fisheries through the offering of an undergraduate program known as BS in Fisheries. The Commission of Higher Education and several advocate universities and colleges including the Cebu Technological University-Carmen Campus have been clear of its mandate to provide quality training intended for producing competent fisheries professionals who can contribute better to sustainable and responsible fisheries and the total approach to freshwater and marine coastal management. The BS in Fisheries is designed to teach the concepts of fisheries and environmental management where learners are expected to learn about the proper methods on how to enhance fisheries resources production using the scientific background in marine fisheries, inland fisheries, and fish processing (CHED, 2006). Kazi and Akhlaq (2017), in view of the foregoing, underscored the need to equip students with appropriate career decision skills becomes highly imperative through general orientation and seminars.

Hence, this study is intended to capture the prospective market for the program- the current K-12 Senior High School Grade 11 and Grade 12 students. The research aims to characterize and determine the level of perception of these students on the degree program Bachelor

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of Science in Fisheries based on different perception domains.

Theoretical Background

This research is anchored from different theories as underscored in the following presentation of the different concepts involved and their corresponding inter-relationships. This study uses the Human Capital Theory advanced by Becker, Signal Theory by Spence, the Certificate Theory of Collins, and the Search and Matching Theory by Diamond and Mortensen.

The issue of the extent to which higher education institutions contribute to the development of professional expertise (via marketing and guiding the students to which track to enroll) can be best exemplified using the Human Development Theory. It stipulates that the educational system that caters to a guided career path planning guarantees a more productive workforce, higher salaries, and a greater GDP (Ross, 2021). Therefore, the professional benefit one acquires from the educational system is obvious. Thurow (1975), however, contradicts the latter. He claimed that productivity depends more on the academic conditions rather than the personal characteristics and background of an individual.

Along these thoughts, the Signal Theory (Spence, 1973) reduces the function of an individual education to a signal function reporting the adaptability of the students to academic functions: students who are well guided (higher education) are presumably more adaptive; more motivated and have greater learning abilities. Certificate Theory (Collins, 1979) moreover took it further and advocates that the system of education plays a very big role in regulating access to the labor market and employment especially after graduation of the students. The transition of higher education (HE) graduates from education to the labor market is characterized by several processes. One of the most appealing is the transfer of knowledge as a result of the information process leaning towards the adaptation of these skills for particular work situations. In this way, the early career of HE graduates is often accompanied by the so-called “matching” issue referring to the compatibility between the individual education and professional destination. One can define horizontally mismatched as working in a job matching one’s own level but not one’s own field of education. Vertically mismatched relates to the condition of working in a job matching one’s own field but not one’s own level of education. Inherently the matching problem relates to several theoretical concerns such as labor market segmentation, mobility, professionalization and professionalism or seniority.

On the case of industrial livelihood such as fisheries, there is a wide gap. Business administration, medical technology, as well as their allied courses are the most preferred fields of Filipinos. The normalcy of securing future career also causes dismal disadvantage such as academe-industry mismatch that may gradually contribute to the soaring unemployment or underemployment

rates which may also have adverse implications on national resources development. The government’s responsiveness to public education institutions to professionalize or create highly skilled and functionally intellectualized labor requirements of the agriculture sector would help build greater agricultural productivity (Clemente, 2014). Moreover, Fernandez (2015) also suggests that there is a need for highly trained and skilled scientists and technologists to respond to the increasing difficulties of food provisions and production for the increasing population. However, educational matching is not the same as skill matching. Green and Zhu (2010) distinguish between formal and real-over qualification related to the extent of skill (under) utilization. The first category reflects formal certified knowledge, while the second level reflects actually required skills. In this way, skill matching is better predictor of job satisfaction and on-the-job search, when controlling for the quality of jobs, than educational mismatches (Allen and van der Velden, 2001).

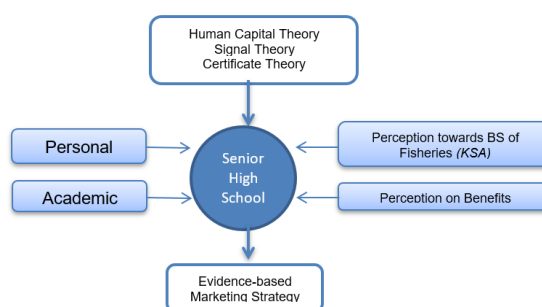


Figure 1:Theoretical Background and the Concepts used in the Study

Verhaest and Van der Velden (2010) provide a very relevant overview of over-education, pointing out that a significant proportion of jobs in developed countries are characterized by higher formal education, and more highly acquired skills than the expected ones, as reflected in lower return rates and negative attitudes workers. Furthermore, there are various factors concerning on an individual’s choice for career.

The researchers believe that the factors concerning the choice of work are heredity and environment, current situation of an individual, sets of skills, expertise or specialization, and an individual’s socioeconomic status. These factors are anchored on the theories of Holland, Krumboltz, Hollingshead, Reismann, Sewell, Haller, and Strauss. Holland’s theory on choice of work states that although factors such as heredity and the environment can influence the choice of work, yet the choice of an individual in his current situation is also important in the choice of work (Amundson, Harrison-Bowlesbey, and Niles 2014). Krumboltz (2014) Career Choice Theory explains that the particular set of skills, expertise or specialization one has learned from school or from a particular work would affect one’s choice future careers.

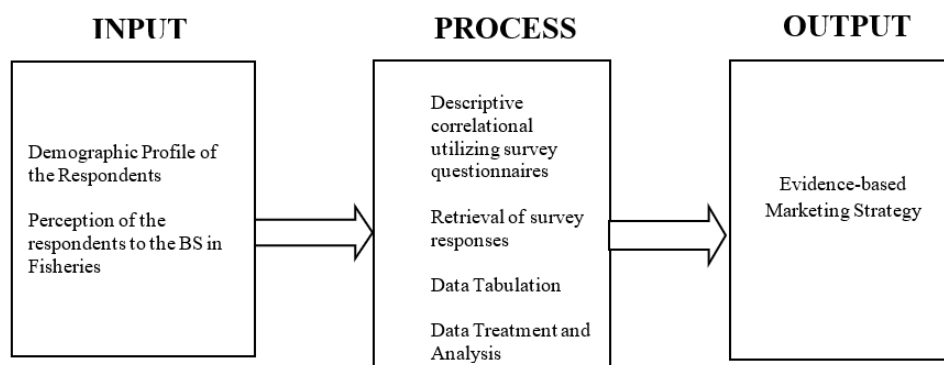


Figure 2: Research flow

The input of the study will be the information culled from the Senior High students in terms of the personal and academic profiles. Likewise, their perceptions on the degree program and its perceived benefits will also constitute the data in the study.

Statement of the Problem

The study generally aims to gather the perception of the current K-12 Senior High School for both grade 11 and grade 12 students on the Bachelor of Science in Fisheries degree program. Specifically, it will attempt to answer the following inquiries:

1. What is the demographic profile of the Senior High School respondents in terms of:
 - 1.1 personal
 - 1.2 academic
 - 1.3 future career path plans
2. What is the extent of perception of the Senior high students on the nature of BS in Fisheries in terms of their:
 - 2.1 knowledge
 - 2.2 practice
 - 2.3 attitude
3. What is the extent of perception of the Senior high students on the benefits of taking and graduating from BS in Fisheries degree program?
4. What marketing plan can be strategized from the study's findings to draw interest from the students based on their perceptions?

METHODOLOGY

Research Design

This study utilized a descriptive-quantitative research design which is aimed at describing the SHS students' perception about the Bachelor of Science in Fisheries in Carmen, Cebu Province, Philippines. This is practically intended to determine their current career path plans, introduce to them a picture of the Bachelor of Science in Fisheries degree program and cite inferences for the likelihood of the students' preference on taking this degree.

Research Methods

The study will utilize a researcher-made survey in the

conduct of the gathering of information. This is the most valuable and useful tool to elicit more responses at a shorter period of time. As to the survey, two specific methods were opted: 1. Physical Survey, 2. Online survey.

Physical Survey

Following the social distancing and other safety protocols of the local government units of the province, the proponent strategized the mechanisms for physical survey. This is intended to give, collect, and do some follow-up interviews to the students available on the scheduled survey dates. The mechanics are the following:

1. Approval was sought from the President, VP-Research and Campus Director to allow the conduct of the study. The proponent sent a letter to the heads of the respective schools.
2. Approval from the school heads were sought. The proponents proposed visiting schedules to be agreed by both parties. The aim is to have a number of students present in the campus during that scheduled period.
3. In the campus, the researchers strategized the schedule of visit in the school. Since there were a minimum number of students to be allowed in a classroom, the researcher implemented schedules of the different students to guarantee sufficient representation. Upon meeting with the students, a short introduction and orientation was given before they responded. For absences, substitute students were prepared by the researcher and were given separate days as scheduled.

Online survey

To source further information, the researcher proposed to use the digital means of acquiring the pertinent data through online survey. The use of group chat where the students and teacher connect in one chat room for academic and non-academic concerns were utilized to reach one another.

Research Locale and Respondents

The survey was given to the Senior High School students, both G-11 and G-12, in selected provinces in the northern part of Cebu. A purposive sampling was employed so that the research proponents could have sufficient evidence to gather. In the case of distant learning, teachers were asked

to give the survey link to select students and distribute it to their own community messaging sites. The survey should at least have enough information (to be determined via Cochran's formula after the official enrolment statistics were made available) from each Senior High School in the said research locality.

Table 1: Research Respondents

Prospect Research Environment	Town Location
1. Arcelo Memorial National High School	Liloan Cebu
2. Compostela National High School	Compostela, Cebu
3. Guinsay National High School.	Danao City, Cebu
4. Carmen National High School	Carmen Cebu
5. Catmon National High School	Catmon Cebu
6. Calumbuyan National High School	Sogod Cebu

Research Instruments

A researcher-made questionnaire was the main instrument that was used in the study. The survey questionnaire inquired for some basic questions that included personal and academic profile of the students and their current perception of the BS in Fisheries and the likelihood of these respondents getting interested with knowing the benefits and advantages of enrolling and graduating in the program. A Cronbach Alpha test was employed to measure the reliability and consistency of the questionnaire. A pilot test with 10 students was done for these purposes.

Statistical Treatment

The descriptive nature of the study warranted the use of basic descriptive statistical analyses tools such as the use of frequency, simple percentage, ranking, simple average, weighted mean and standard deviation. Likewise, pie charts and bar graphs were used as necessitated.

Ethical Consideration

To meet the standards in ethics of research, the researchers followed the ethical guidelines set by the University and the Declaration of Helsinki on Ethical Principles for Research Involving Human Subjects.

Table 2: Presents the demographic profile of the respondents

Profile of respondents	Responses	
	f	%
Gender		
Male	114	37.50
Female	190	62.50
Age (in years)		
18-19	281	92.43
20-22	21	6.91
23-25	1	0.33
more than 25	1	0.33

Presentation, Analysis, and Interpretation of Data

There were 114 male and 190 female respondents, respectively. 92.43% of the respondents are within the age of 18-19, 6.91% are within 20-22, and 0.33% are within 23-25; the same goes with respondents more than 25 with 0.33% also. Table 3 presents the academic profile of the respondents.

Table 3 :Academic Profile of the Respondents

Profile of respondents	Responses	
	F	%
Track		
Academic	200	65.79
TVL	101	33.22
Arts and Design	1	0.33
Sports	2	0.66
Strand		
STEM	85	27.96
HUMSS	48	15.79
ABM	80	26.32
GAS	50	16.45
TVL	41	13.49

There were 200 or 65.79% of the respondents who were from the Academic Track, 101 or 33.22% who were from the Technical-Vocational and Livelihood, while was only one respondent from the Arts and Design, and two from Sports. Those of the Science, Technology, Engineering,

Table 4: Future Career Path Plan of the Respondents

Baccalaureate Program	Responses	
	F	%
Humanities (History, Philosophy, Arts)	19	6.25
Social Sciences (Political Science, Economics, Psychology, Language and Literature)	23	7.57
Natural Sciences (Forestry, Fisheries, Agriculture, Biology, Chemistry, Physics)	19	6.25
Formal Sciences (Computer Science, Mathematics, Statistics, Information Technology)	24	7.89
Business (Accountancy, Business Administration, Finance, Human Resource Management, Hospitality Management, Hotel and Restaurant Management)	63	20.72
Maritime Transportation	5	1.64

Public Administration (Customs Administration, Public Administration)	3	0.99
Media Arts (Mass Communication, Broadcasting, Journalism)	3	0.99
Engineering (Civil, Mechanical, Electrical, Computer, Aeronautics, Electronics, Industrial, Mining)	46	15.13
Education (Elementary, Secondary, Tertiary, Library and Information Science)	31	10.20
Health Sciences (Medical Technology, Midwifery, Nursing, Occupational Therapy, Pharmacy)	53	17.43
Architecture and Design (Architecture, Interior Design)	15	4.93

and Mathematics (STEM) strand comprised the greatest number of respondents with 85 respondents (27.96%) followed by the Accountancy, Business and Management (ABM) with 80 respondents (26.32%), and 48 responses (15.79%) from the Humanities and Social Sciences (HUMSS). The General Academic Strand (GAS) had 50 responses (16.45%), and the Technical-Vocational Livelihood Track with 41 (13.49%) respectively.

It is worth noting that the TVL track garnered 101 responses (33.22%) while on the strands, the TVL had 41 responses (13.49%). This is because the GAS Track, as well as the Academic Track may also offer TVL strand subjects as electives. Table 4 presents the future career path plans of the respondents.

Majority (20.72%) or 63 of the respondents plan to take Business-related degrees. On the other hand, 17.43% or 53 respondents plan to take Health Sciences. Those who

plan to take Engineering courses garnered a 15.13% or 46 response rate. 31 or 10.20% respondents plan to enroll in Education. 24 or 7.89% are to take Formal Sciences while 7.57% or 23 are to take Social Sciences. Humanities and Natural Sciences are on same percentage of 6.25% or 19 respondents each, while only 4.93% or 15 plan to take Architecture and Design. Five respondents recorded a 1.64% for Maritime Transportation, and both Public Administration, and Media Arts only have 0.99% of response with three responses only. Taking consideration to the frequency distribution, the majority of the respondents do not plan to take natural sciences where Fisheries is included as the degree to be earned. There are only roughly 19 respondents who would like to partake to the degree program from the overall 304 respondents. Results from Table 4 confirm the study of Clemente (2014) that business administration, medical technology,

Table 5: Extent of Perception of The Senior High Students on the Nature of BS in Fisheries in Terms of Their Knowledge

Statements	Has Known	
	f	%
Fisheries schools are available in the country	190	62.50
A fisheries school is available in Northern Cebu	145	47.70
The number of persons working in the fisheries industry is estimated by the Bureau of Fisheries and Aquatic Resources	131	43.09
The Philippine Environment Code (1998) provides for the development, management, conservation and utilization of fisheries and aquatic resources	102	33.55
The BFAR under the Department of Agriculture (DA) is the national government agency responsible for the development, conservation, management, protection and utilization of fisheries resources according to the Philippines Fisheries Code of 1998	134	44.08
Milkfish is cultured in freshwater ponds	164	53.95
There is no Mathematics in BS in Fisheries	58	19.08
Graduates of BS in Fisheries can teach	106	34.87
To offer BS in Fisheries, it is required to have adequate hatchery and pond facilities	119	39.14
There are lot of researchable areas in BS Fisheries	127	41.78
BS in Fisheries is under the Commission on Higher Education (CHED)	137	45.07

as well as their allied courses are the most preferred fields of Filipinos. Coherent to this is also Zamora (2014) who noted one of the several challenges of agriculture profession which has been experiencing decline in enrollment is due to the negative perception towards agriculture as a profession.

Data in Table 5 presents the extent of perception of the Senior high students on the nature of BS in Fisheries in

terms of their knowledge.

Majority of the respondents (190) or 62.50% are aware that fisheries schools are available in the country, however, only 145 or 47.70% are aware of fisheries schools in Northern Cebu. These findings could be attributed to Zamora (2014) who noted that there is a devolution of agricultural services to the local government units. The devolution may be a contributing factor to the extent of

the decline of fisheries of municipalities in Northern Cebu, thus, also contributory to the less awareness of the respondents of existing fisheries in their respective localities. On the case of the awareness of the existence of fisheries schools, it may also be attributed to the lack of professionalization of fishing as a formal and respected means of livelihood. The respondents are also somehow aware that the number of persons working in the fisheries industry is estimated by the Bureau of Fisheries and Aquatic Resources (BFAR) with the percentage of 43.09% or of 131 responses. The estimates may be of high importance for the BFAR but may also be otherwise for the respondents. It is a general attitude for the youth to only be mindful as to what is important to them. Other things of unusual importance are those concepts that are new to them. On the case of BFAR estimates, it is only usually done to BS in Fisheries students, which explains the lack of awareness of the respondents. The same scenario is observable to the minority of the respondents who were unaware of the Philippine Environment Code (1998) which provides for the development, management, conservation and utilization of fisheries and aquatic resources with only 44.08% (134 responses) agree. Less than half of the overall population is also unaware that the BFAR under the Department of Agriculture (DA) is the national government agency responsible for the development, conservation, management, protection, and utilization of fisheries resources according to the Philippines Fisheries Code of 1998 with only a 44.08% or with 134 responses as awareness rate.

Half of the population (164 responses) was aware that milkfish is cultured in freshwater ponds with a 53.95% response rate. This may be because milkfish in freshwater ponds as its breeding and harvesting facilities are of general knowledge. Majority of the respondents are also unaware that there is no Mathematics in BS Fisheries with a response rate of 19.08% or 58 responses. Having no Mathematics or any related subjects on the degree may pose disadvantage. This is supported by Fernandez (2015) who suggested that there is a need for highly trained and skilled scientists and technologists to respond to the increasing difficulties of food provisions and production for the increasing population. It is through efficient learning

of Mathematics related subjects that may enhance such skills. Along with these is that majority of the respondents are also unaware of the professionalization of BS in Fisheries graduates. 106 or 34.87% of respondents are unaware that graduates of BS in Fisheries can become teachers. This is similar to Clemente (2014) who stated that the government's responsiveness to public education institutions to professionalize or create highly skilled and functionally intellectualized labor requirements of the agriculture sector would help build greater agricultural productivity. Moreover, only 39.14% or 119 respondents are aware that to offer BS in Fisheries, it is required to have adequate hatchery and pond facilities. The lack of these facilities may also hamper enrollment. These findings correlate to Zamora (2014) who noted that insufficient government investment in SUCs and rapid urbanization of agricultural areas are causes of decline of enrolment in fisheries due to lack of agricultural facilities which is also similar to fisheries. Moreover, it is worth considering Krumboltz (2014) Career Choice Theory which explains that the particular set of skills, expertise or specialization one has learned from school or from a particular work would affect one's choice future careers.

The same case goes with the awareness of the respondents that there are a lot of researchable areas in the degree with a 41.78% awareness response rate or with 127 responses. Being able to do research within the field may have a major impact to the academic conditions of the BS in Fisheries students. Similar to this is by Thurow (1975) who claimed that productivity depends more on the academic conditions rather than the personal characteristics and background of an individual. Less than half of the population are also aware that BS in Fisheries is under the Commission on Higher Education (CHED) with at least 45.07% or with 137 responses. It is important that it is the CHED to monitor and improve the BS in Fisheries degree offerings. This is correlational to the Certificate Theory (Collins, 1979) that the system of education plays a very big role in regulating access to the labor market and employment especially after graduation of the students. Table 6 presents the extent of perception of the Senior High School students on the nature of BS in Fisheries in terms of their attitude.

Table 6: Extent of Perception of The Senior High Students on the Nature of BS in Fisheries in Terms of Their Attitude

Statements	Responses		
	Mean	Sd	Interpretation
I would like to know more about this degree program	3.11	0.56	Agree
I would like to participate on a Bachelor of Science in Fisheries orientation program	2.77	0.62	Agree
I might be comfortable with the subjects related to fisheries to include the areas on aquaculture, oceanography/marine, and post-harvest technologies).	2.83	0.63	Agree
The program is affordable.	2.88	0.55	Agree
The program opens many good job opportunities and financial stability	3.06	0.54	Agree
The program will enable me to choose a job I would like to have in fisheries where I can use what I learned from the degree.	2.98	0.62	Agree
I feel proud to graduate in this degree	2.99	0.64	Agree

I will be better than most of my fellow students if I will be I this degree	2.64	0.71	Agree
The program is highly needed for food production and sustainability	3.16	0.62	Agree
I feel certain that I will complete my study in this degree program	2.74	0.67	Agree

A mean of 3.11 with a standard deviation of 0.56 entail that the respondents agree that they would like to know more about the degree program. However, a mean of 2.77 with the standard deviation of 0.62 also signified that the respondents also agree that they would like to participate on the Bachelor of Science in Fisheries orientation program. Similar to the desire to participate on the program, the respondents also entailed a 2.83 mean with the standard deviation of 0.63 which means that they also agree that they might be comfortable with the subjects related to fisheries to include the areas on aquaculture, oceanography/marine, and post-harvest technologies. The aforementioned statements are subjective in nature. Agreeing to learn and enroll on the program may entail politeness on the part of the respondents for the sake of the researchers. These findings, therefore, correlate to Zamora (2014) that there is a need for a 'common' language among ASEAN higher agricultural education institutions to facilitate student enrolment, mobility, implement credit transfers and possible joint or double degree programs, and mixed mode degree programs and online courses. On the question if the BS in Fisheries program is affordable, a 2.88 mean with a standard deviation of 0.55 of respondents agree. Meanwhile, a 3.06 mean with a standard deviation of 0.54 of the respondents also agree

that the program may open employment and stability opportunities. This relates to the skill matching as a better predictor of job satisfaction and on-the-job search, when controlling for the quality of jobs, than educational mismatches (Allen and van der Velden, 2001). Similarly, a mean of 2.98 with a standard deviation of 0.62 of the respondents also agree that the program will enable them to choose jobs from their learning of the program. This finding agrees with the Human Development Theory (Ross, 2021) which stipulates that the educational system that caters to a guided career pathing guarantees a more productive workforce, higher salaries, and a greater GDP. Moreover, the respondents also recorded a mean of 2.99 and 0.64 standard deviation agree that they may feel proud graduating from the program. A mean of 2.64 with a standard deviation of 0.71 also indicate that respondents agree that the respondents could be better than most their fellows if they will enroll in the program. These findings conform to the Signal Theory (Spence, 1973) which signifies that students who are well guided (higher education) are presumably more adaptive; more motivated and have greater learning abilities. Data in Table 7 presents the extent of the perception of the respondents regarding the benefits of the program.

On the extent of the perception of the respondents

Table 7: Extent of the Perception of the Respondents Regarding the Benefits of the Program

Statements	Responses		
	Mean	Sd	Interpretation
The school will find a job for me in fisheries after graduation	3.45	0.67	Very Good
Be able to use my talents and abilities as technician in water/soil analysis.	3.08	0.66	Good
Getting a job immediately after graduating since the demand for fisheries technologists is high and supply of graduates is low	3.24	0.72	Good
Get a secure, permanent job in fisheries	3.34	0.63	Very Good
Get a chance to be an intern/OJT for fisheries abroad such as Japan, Taiwan, etc.	3.37	0.66	Very Good
Getting a professional advancement such as being a manager and other supervisory positions in fisheries establishments.	3.37	0.67	Very Good
Opportunity to teach in the academe offering BS in Fisheries	3.29	0.65	Very Good
Access to research grants/funding from national government agencies in fisheries	3.2	0.34	Good
Being able to help the community in raising and starting business in fisheries	3.44	0.62	Very Good
Being able to help the small-scale farmers in raising and maintenance of business in fisheries	3.48	0.61	Very Good

regarding those benefits of the program, a 3.45 mean with a standard deviation of 0.67 entailed that it would be very good if the school will find the graduates jobs for them on fisheries. Schools finding employment for its graduates may be a form of innovation of the school to make the degree more marketable. Alongside the findings similar to fisheries is agriculture which is according to Zamora (2014), areas of opportunities of

the implementation of the K-12 and the coming into force of the ASEAN 2015 for the improvement of the BS Agriculture curriculum and in the development and institutionalization of courses anchored in the sustainable agriculture framework with an ASEAN perspective. A 3.08 mean with a standard deviation of 0.66 entailed as good has been observed in terms of respondents' belief of being able to use their talents and abilities as technicians

in water/soil analysis. Being able to apply learning is an advantage upon graduation. These findings also support the Human Development Theory which notes that the educational system is a major factor to the guidance of career paths which guarantees a better productivity, better salaries, and higher outputs. Similarly, the respondents also noted a 3.24 mean with a standard deviation of 0.72 which meant that the respondents have a good regard to chances of being employed in fisheries due to the lack of graduates while a 3.34 mean with a standard deviation of 0.63 of respondents entailed that the respondents have a very good regard to acquiring secure, permanent job in fisheries especially in getting jobs overseas (with a 3.37 mean and standard deviation of 0.66). The respondents also recorded a 3.37 mean with a standard deviation of 0.67 which meant that it would be very good if they could also get professional advancements such as getting promoted and get the opportunity to teach in fisheries schools. In terms of access to research grants for fisheries, the respondents recorded a 3.2 mean with a standard deviation of 0.34 which entailed a good regard that they can acquire such grants. However, a 3.44 mean with a standard deviation of 0.62 noted a very good indicator that the respondents strongly believe that they could be able to help their communities in establishing fisheries and help small scale fishing farmers in terms of employment and maintenance of fisheries facilities. The 3.48 mean with a 0.61 standard deviation may be a very good indicator for graduating from the program as an indicator of being successful. These findings confirm the Human Development Theory which notes that the professional benefit one acquires from the educational system comes from the educational system.

Summary

The study generally aimed to gather the perception of the current K-12 Senior High School for both grade 11 and grade 12 students on the degree program Bachelor of Science in Fisheries. Specifically, it attempted to determine the demographic profile of the Senior High School respondents in terms of personal, academic, and future career path plans. It also sought to determine the extent of perception of the Senior high students on the nature of BS in Fisheries in terms of their knowledge, practice, and attitude; the extent of perception of the Senior high students on the benefits of taking and graduating from BS in Fisheries degree program, and the marketing plan that can be strategized from the findings of the study to draw interest from the students based on their perceptions.

Findings

1. None of the respondent would like to take BS in Fisheries.
2. Most of the respondents are aware of the existence of Fisheries but not its processes.
3. The respondents agree that they would like to know more about the degree. They also agreed that they

would like to participate on the Bachelor of Science in Fisheries orientation. They also agree that they might be comfortable with the related subjects that include the areas on aquaculture, oceanography/marine, and post-harvest technologies.

4. The respondents agree that the program is affordable and that it may open employment and stability opportunities provided that the school will find employment for its graduates.

CONCLUSION

Majority of the respondents are unaware of the existence of fisheries and the program BS in Fisheries in Northern Cebu. They also do not plan to enroll on the said program as most of them prefer business-related degree programs and engineering studies. They also agree that they may try exploring the BS in Fisheries as a future career path provided that they could be assured of being employed through the school, be marketable to fisheries industries, and be able to access grants from the government.

RECOMMENDATIONS

1. Career Guidance Program. This program can be done to graduating Grade 12 students who are not yet decided on what career path they are to partake. A separate career guidance program for Grade 11 students is also recommended so that they will be given ample time to decide to explore and experience the BS in Fisheries program.

2. Short infomercial videos. As part of the marketing plan strategies, creating short infomercial videos that introduce and persuade students to enroll in BS in Fisheries may be posted on social media sites.

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