

RESEARCH DEFENSE REVIEWER

Research Title

“The Influence of Employment on Senior High School Students’ Decision Making to Enter Work or College”

What is the study all about?

The study focuses on how employment-related factors may influence Grade 12 Senior High School students when deciding what to do after graduation.

Basically, the researchers want to understand whether students are more likely to:

enter the workforce, or

pursue college/tertiary education

and what employment-related considerations may affect that decision.

The study particularly looks at employment in terms of factors such as:

Financial considerations

Family responsibilities

Career and skill development

Job stability and security

Income potential

Financial necessity

The main idea is that employment is not simply about earning money. For some students, working may provide experience, independence, skills, and career preparation. For others, financial pressure may make employment necessary immediately after Senior High School.

■ CHAPTER 1 — THE PROBLEM AND ITS SCOPE

1. Introduction / Background of the Study

Why did you choose this topic?

A strong answer:

We chose this topic because some Senior High School students face the decision of whether to continue their education in college or enter the workforce after graduation. Employment can provide income and practical experience, but it can also create challenges when students have to balance work and school. We wanted to understand how employment-related factors influence their decision-making and future plans.

The paper explains that part-time employment can have both positive and negative effects.

Possible positive effects:

Provides income

Helps students become financially independent

Gives practical work experience

Develops communication skills

Develops problem-solving skills

Develops time-management skills

Provides exposure to the workplace

Possible challenges:

Less time for studying

Fatigue

Work-school conflict

Absenteeism

Difficulty concentrating

Possible negative effects on academic engagement

The introduction cites studies showing that heavier work commitments can affect students' academic experiences and educational persistence.

2. Philippine Context

The research also places the issue in the Philippine setting.

The K–12 program was implemented to provide students with preparation for either:

Senior High School → College

or

Senior High School → Workforce

The paper explains that the different SHS strands are designed to prepare students for future careers or further education. However, not all students are able to focus exclusively on academics because some students need to work to help meet financial or family needs.

Why is this important?

Because a student's decision may not be based only on personal preference.

For example:

A student may want to attend college, but if their family needs additional income, entering the workforce may become a more practical option.

On the other hand:

A student may have a job opportunity but still choose college because they believe higher education will provide better long-term career opportunities.

★ 3. Research Gap

This is VERY important during defense.

What is the research gap?

The research gap is the area that previous studies have not sufficiently explored.

Your paper identifies that many previous studies focus on:

academic performance

grades

stress

time management

well-being

work-school conflict

However, fewer studies specifically examine how employment influences the decision between immediately entering the workforce and pursuing college after SHS.

Easy defense answer:

The research gap is that previous studies have commonly focused on the academic performance and well-being of working students, but there is less research specifically examining how employment influences Senior High School students' decision to enter the workforce or pursue college. Our study aims to address this gap.

Memorize this:

Previous studies → mostly academics and well-being

Our study → employment and post-SHS decision-making

4. Theoretical Framework

Your study uses four major theories.

These are:

Human Capital Theory — Becker (1964)

Time Allocation Theory — Becker (1965)

Social Cognitive Career Theory — Lent, Brown, and Hackett (1994)

Expectancy-Value Theory — Eccles and colleagues

The paper uses these theories to explain economic, psychological, motivational, personal, and social factors involved in students' post-graduation decisions.

5. Human Capital Theory

Who proposed it?

Gary Becker — 1964

What does it say?

Human Capital Theory explains that education, training, and work experience are investments that can improve a person's knowledge, skills, productivity, and eventually income.

How is it connected to your study?

Students may compare the benefits of:

College → more education and qualifications → potentially better future employment opportunities

versus

Immediate employment → immediate income → work experience → practical skills

The theory assumes that people consider the costs and benefits of different choices.

Your study applies this because students may ask themselves:

“Will college give me better opportunities in the future, or would working now be more beneficial for me and my family?”

Defense answer:

Human Capital Theory is relevant because students may view education and work experience as investments in their future. They may compare the possible benefits of pursuing college with the immediate benefits of entering the workforce, such as income and experience.

6. Time Allocation Theory

Who proposed it?

Gary Becker — 1965

Main idea:

People have limited time, so they must decide how to divide their time among:

education

work

personal responsibilities

leisure

rest

Connection to the study:

Working students have to divide their available time between school and employment.

If a student spends many hours working, they may have less time for:

studying

completing assignments

resting

preparing for college

Therefore, employment may influence how students evaluate their future options.

Defense answer:

Time Allocation Theory is relevant because students have limited time and must balance work, education, rest, and personal responsibilities. Employment may take time away from studying or other activities, which can influence how students think about their future educational and career plans.

Easy keyword:

TIME = limited resource

7. Social Cognitive Career Theory — SCCT

Who developed it?

Robert W. Lent, Steven D. Brown, and Gail Hackett — 1994

Main idea:

Career decisions are influenced by:

self-efficacy

outcome expectations

personal goals

environmental influences

What is self-efficacy?

It means a person's belief in their ability to successfully perform something.

For example:

If a student has work experience and becomes confident in communicating with customers, solving problems, or handling responsibilities, that student may feel more capable of entering the workforce.

Connection to your study:

Employment can develop:

independence

communication

responsibility

problem-solving

workplace confidence

These experiences can influence students' career decisions.

Defense answer:

SCCT is relevant because students' career decisions are affected by their confidence, expectations, goals, and environment. Work experience can increase confidence and develop skills, which may make some students feel more prepared to enter the workforce.

8. Expectancy-Value Theory

Main idea:

Students tend to choose something when:

1. They believe they can succeed at it

AND

2. They believe it is valuable or worthwhile.

For example:

A student may think:

"I can succeed in this job, and earning money is very important to me."

Therefore, employment becomes attractive.

Another student may think:

"College is difficult and expensive, but I believe it will give me better career opportunities in the future."

Therefore, college may be more valuable to that student.

The theory helps explain how students weigh the expected success and value of work and education.

Defense answer:

Expectancy-Value Theory is relevant because students evaluate whether they can succeed in either work or college and how valuable each option is to their future. Their expectations and perceived benefits can therefore influence their post-SHS decision.

EASY WAY TO REMEMBER THE 4 THEORIES

Theory Easy meaning

Human Capital Theory Education and work experience are investments

Time Allocation Theory Students have limited time to divide

SCCT Confidence, goals, and environment influence career choice

Expectancy-Value Theory Students choose what they expect to succeed in and value

Super-short memory trick:

HUMAN CAPITAL = INVESTMENT

TIME ALLOCATION = LIMITED TIME

SCCT = CONFIDENCE + GOALS

EXPECTANCY-VALUE = SUCCESS + VALUE

■ 9. Conceptual Framework

The conceptual framework presents the relationship between the:

Independent Variable:

Influence of Employment

and

Dependent Variable:

Students' Decision Making to Enter Work or College

The paper identifies employment-related aspects such as:

Perceived Job Stability and Security

Income Potential

Perceived Financial Necessity

as factors that may influence students' post-SHS pathways.

What is an independent variable?

The independent variable is the factor being examined as a possible influence.

What is a dependent variable?

The dependent variable is the outcome being examined.

Easy answer:

The independent variable is the influence of employment, while the dependent variable is the students' decision-making to enter the workforce or pursue college. The framework shows that employment-related factors may be associated with students' post-graduation decisions.

■ 10. Statement of the Problem

The study asks three main questions.

Problem 1:

What is the influence level of employment on SHS students in terms of:

Financial considerations

Family responsibilities

Career and skill development?

Problem 2:

What is the level of students' decision-making when choosing between entering the workforce and pursuing college?

Problem 3:

Is there a significant relationship between employment-related influences and students' decision-making about entering the workforce or pursuing college?

Important:

Problems 1 and 2 are hypothesis-free.

Only Problem 3 has a hypothesis.

■ 11. Hypothesis

The study tests the null hypothesis (H_0) at the 0.05 level of significance.

H_0 :

There is no significant relationship between the influence of employment and students' decision-making to enter college or pursue work.

What does "0.05 level of significance" mean?

In simple terms, 0.05 is the threshold used to determine statistical significance.

If the statistical result meets the study's significance criterion, the researchers can reject the null hypothesis.

If it does not, the researchers fail to reject the null hypothesis.

Defense answer:

Our null hypothesis states that there is no significant relationship between the influence of employment and students' decision-making to enter college or pursue work. We will test this at the 0.05 level of significance.

■ 12. Significance of the Study

The study can benefit several groups.

Students

They can better understand the factors affecting their decisions and evaluate whether employment or college aligns with their long-term goals.

Teachers

Teachers can gain insights into students' career decisions and incorporate career-readiness and decision-making activities into learning.

Guidance Counselors

They can use the findings to develop career guidance and counseling programs, especially for students balancing school and employment.

School Administrators

They can use the findings to improve policies, programs, and partnerships involving career and post-secondary planning.

Future Researchers

The study can provide a foundation for future research on youth employment, career development, and educational transitions.

Defense question:

Who benefits the most from your study?

You can answer:

Students are among the primary beneficiaries because the study may help them understand the factors influencing their post-graduation decisions. However, teachers, guidance counselors, school administrators, and future researchers may also benefit from the findings.

13. SDGs Connected to the Study

Your study is connected to three Sustainable Development Goals:

SDG 1 — No Poverty

Because financial difficulties may push some students toward immediate employment.

SDG 4 — Quality Education

Because the study concerns students' educational pathways and their ability to pursue higher education.

SDG 8 — Decent Work and Economic Growth

Because the study also relates to employment, work opportunities, job quality, and preparation for the labor market.

Easy answer:

Our study aligns with SDG 1 because financial hardship can influence students to work, SDG 4 because it examines decisions involving higher education, and SDG 8 because it relates to employment and students' preparation for the workforce.

14. Scope and Delimitation

Scope

The study focuses on how employment affects students' decisions after graduation.

It focuses on students' plans involving:

college

work

other future paths

The study is conducted at Liceo de Cagayan University during Academic Year 2026–2027.

Respondents

The study includes Grade 12 students from the different academic strands:

ABM

STEM

HUMSS

Arts and Design

Home Economics

ICT

Both employed and non-employed students are included.

Delimitation

The study does not include other factors such as:

family background

socioeconomic status

school policies

These are outside the scope of the research.

Defense answer:

The study is limited to Grade 12 students of Liceo de Cagayan University during AY 2026–2027.

It includes students from all six academic strands and both employed and non-employed students. The study focuses on employment as the main factor and does not examine factors such as family background, socioeconomic status, or school policies.

15. Definition of Important Terms

Enter College

The student's intention or plan to pursue tertiary education immediately after SHS.

Decision-Making

The process through which students evaluate and choose between pursuing higher education and entering the workforce.

Income Potential

The perceived earning opportunities associated with employment.

Perceived Job Stability and Security

Students' perception of whether a job is reliable, stable, and likely to remain available.

SHS Students

The study defines these as Grade 12 students enrolled at Liceo de Cagayan University who serve as participants.

CHAPTER 2 — REVIEW OF RELATED LITERATURE AND STUDIES

Purpose of Chapter 2

Chapter 2 provides previous research and literature that support the study.

It helps researchers:

understand the topic

support the variables

identify previous findings

establish the research gap

provide a foundation for the present research

16. Perceived Job Stability and Security

Meaning

This refers to how students perceive whether a job is:

reliable

stable

secure

available for the long term

If a student believes a job is stable, they may be more willing to enter the workforce.

If they believe jobs are unstable, they may prefer college to improve their future employability.

Important studies

Duan et al. (2026) Discussed perceived job security and career choices.

Carada et al. (2022) Emphasized cognitive, technical, and emotional skills as factors related to employability.

Quiño (2022) Found job prospects, income, and job security among factors influencing students' career preferences.

Orbeta and Potestad (2020) Reported that only a small proportion of SHS graduates entered the workforce immediately, partly reflecting concerns regarding employability and job opportunities.

Defense answer:

Perceived job stability and security may influence students because students are more likely to consider employment when they believe that the job provides reliable and long-term opportunities. If they perceive employment as unstable, college may appear to be a better long-term investment.

17. Income Potential

Meaning

Income potential refers to the amount of money students believe they can earn through a particular job or career.

Students may consider:

salary

earning capacity

financial independence

career growth

ability to support themselves

ability to help their family

Important idea

Students may compare:

Immediate salary from work

versus

Potential long-term earnings after college

This makes income an important consideration in post-SHS decision-making.

The literature in the paper discusses financial resources, expected future earnings, family background, peer influence, and educational accessibility as factors affecting educational decisions.

18. Perceived Financial Necessity

Meaning

Perceived financial necessity refers to the degree to which students feel that working is necessary because of financial circumstances.

For example:

family needs additional income

college expenses may be difficult to afford

students need money for daily expenses

students want to help support their family

The paper explains that financial instability may make students prioritize immediate employment over long-term educational plans.

Important studies

Bhatia & Singh (2023) Discussed how economic pressures can make employment a necessity rather than simply an option.

Daemen & Leoni (2025) Showed that financial resources and expected future earnings can influence educational choices.

Velasco (2025) Discussed financial stress among working students and how financial responsibilities can create difficulties in balancing work and studies.

Yaghi & Alabed (2021) Examined how employment status relates to career decision-making difficulties.

De Leon & Jereos (2025) Discussed socioeconomic factors and their influence on career choices among SHS graduates.

★ CHAPTER 2 — WHAT YOU SHOULD SAY IF ASKED ABOUT THE LITERATURE

Question:

What did you learn from your RRL?

Answer:

Our RRL shows that employment can influence students' future decisions through financial needs, income expectations, job stability, employability, and work experience. Previous studies also show that employment can provide useful skills but may create challenges when work responsibilities become heavy. Most importantly, we found a research gap because fewer studies specifically focus on how employment affects SHS students' choice between entering the workforce and pursuing college.

■ CHAPTER 3 — RESEARCH METHODOLOGY

19. Research Setting

The study will be conducted at:

Liceo de Cagayan University

located at:

Rodolfo N. Pelaez Boulevard, Kauswagan, Cagayan de Oro City

during Academic Year 2026–2027.

Why LDCU?

LDCU is appropriate because it has a diverse Senior High School population, including Grade 12 students who are preparing to make decisions about whether to pursue tertiary education or enter the workforce.

20. Research Design

What design did you use?

Quantitative Correlational Research Design

What does quantitative mean?

It means the research uses numerical data.

For example:

survey ratings

means

frequencies

percentages

correlation coefficients

What does correlational mean?

It means the researchers examine whether two variables are related.

Importantly:

The researchers do not manipulate the variables.

They simply measure existing conditions and determine whether an association exists.

Defense answer:

We used a quantitative correlational research design because our study collects numerical data through surveys and aims to determine whether there is a significant relationship between employment-related influences and students' decision-making. We do not manipulate the variables; we only observe and measure them.

21. Correlation Does NOT Automatically Mean Causation

This is a very important defense concept.

If your study finds a relationship between employment and decision-making, you should be careful with your wording.

Don't say:

"Employment definitely causes students to choose work."

Better:

"Employment-related factors are significantly associated with students' decision-making."

Why?

Because correlational research identifies relationships, not definite cause-and-effect relationships.

■ 22. Respondents

The study's target population is:

2,800 Grade 12 students

at Liceo de Cagayan University.

The study excludes Grade 11 because Grade 12 students are closer to graduation and are therefore considered more appropriate for examining post-SHS decisions.

23. Sample Size

The study proposes:

Population:

2,800 Grade 12 students

Sample:

338 respondents

The paper states that the Raosoft Sample Size Calculator is used with:

95% confidence level

5% margin of error

to determine the sample size of 338.

Defense question:

Why 338 respondents?

Answer:

The sample size of 338 was determined using the Raosoft Sample Size Calculator based on a population of 2,800 Grade 12 students, using a 95% confidence level and 5% margin of error.

■ 24. Sampling Technique

The study uses:

Stratified Random Sampling

The population is divided into six groups or strata based on academic strand:

STEM

ABM

HUMSS

Arts and Design

Home Economics

ICT

After dividing the population into strata, respondents are selected through simple random sampling.

The proposed allocation is:

Strand Respondents

STEM 184

ABM 41

HUMSS 73

AD 10

HE 15

ICT 15

TOTAL 338

Why stratified random sampling?

We use stratified random sampling to make sure that the different academic strands are adequately represented in the sample.

Why random sampling?

Because it gives students within each stratum a fair opportunity to be selected.

25. Research Instruments

Your methodology section describes four adapted and revised instruments:

1. Influence of Employment Scale — IES

Measures how students perceive employment as an alternative to college and how work may influence their future career path.

It includes ideas such as:

financial independence

practical experience

skill development

employment readiness

2. Perceived Job Stability and Security Scale — PJSSS

Measures perceptions about:

job reliability

job security

long-term employment

job stability

perceived employment risks

3. Income Potential Scale — IPS

Measures:

salary expectations

earning potential

financial success

economic independence

importance of income in career decisions

4. Perceived Financial Necessity Scale — PFNS

Measures:

financial pressure

family income

educational expenses

need to support family

financial reasons for choosing work

Sources of adaptation

The instruments are described as adapted from validated questionnaires associated with:

Nazareno et al. (2021)

Quiño (2022)

Dizon et al. (2022)

The items are revised to make them clearer and more appropriate for SHS respondents while maintaining their intended concepts.



26. Likert Scale

The instruments use a 5-point Likert scale:

Score Response

5 Strongly Agree

4 Agree

3 Neutral

2 Disagree

1 Strongly Disagree

The scale measures the strength of agreement with each statement.

Easy defense answer:

We used a five-point Likert scale because it provides a structured way for respondents to express the degree of their agreement with each statement, from Strongly Disagree to Strongly Agree.



27. Scoring Procedure

The study calculates the mean scores for each scale to determine the overall rating.

The proposed interpretation is:

Mean Range	Description	Interpretation
4.50–5.00	Strongly Agree	Extremely High
3.50–4.50	Agree	High
2.50–3.50	Neutral	Moderate
1.50–2.50	Disagree	Low
1.00–1.50	Strongly Disagree	Extremely Low

Defense question:

Why do you use the mean?

We use the mean to summarize the respondents' overall level of agreement for each scale and determine the general rating of the employment-related factors and decision-making.

28. Validity

What is validity?

Validity means the instrument measures what it is intended to measure.

For example:

If the instrument is supposed to measure income potential, the questions should actually measure students' perceptions of salary and earning opportunities.

How will you establish validity?

The study proposes expert evaluation.

Three Senior High School research advisers and one educational psychology faculty member will review the questionnaire items for:

relevance

clarity

alignment with the objectives

Defense answer:

We will establish content validity through expert evaluation. Three Senior High School research advisers and one educational psychology faculty member will review the items to determine whether they are clear, relevant, and aligned with our research objectives.

29. Reliability

What is reliability?

Reliability means consistency.

A reliable instrument should produce reasonably consistent results when measuring the same construct.

How will you test reliability?

The researchers will conduct a pilot test with 30 non-sample SHS students.

The responses will be evaluated using:

Cronbach's Alpha

The paper identifies the recommended reliability threshold as $\alpha = .70$ and gives projected coefficients above that threshold for the four instruments:

IES = .87

PJSSS = .83

IPS = .84

PFNS = .85



Defense tip

Because these are projected/anticipated coefficients, don't say:

"Our instruments already have .87 reliability."

Instead say:

"The study anticipates reliability coefficients above the recommended threshold after pilot testing."

■ 30. Difference Between Validity and Reliability

This is a common defense question.

Validity:

Accuracy

Does the questionnaire measure what it is supposed to measure?

Reliability:

Consistency

Does the questionnaire consistently measure the construct?

Easy example:

Imagine a weighing scale.

If the scale always gives the same wrong weight:

Reliable but not valid.

If it gives the correct weight consistently:

Reliable and valid.

■ 31. Research Protocol

The researchers must follow the university's research procedures.

These include:

Getting approval from the research adviser

Obtaining approval for the proposal defense

Completing the Research Ethics Application

Having the proposal reviewed by the appropriate research offices

Securing permission to conduct the research

Obtaining respondents' consent

Maintaining confidentiality

Why is ethics important?

Because the researchers are collecting information from students.

Respondents should:

understand the study

participate voluntarily

provide informed consent

know they can withdraw

have their information protected

■ 32. Data Gathering Procedure

The procedure generally follows this order:

STEP 1

Obtain permission from the Principal and research adviser.

STEP 2

Prepare the adapted instruments.

STEP 3

Conduct pilot testing.

STEP 4

Finalize the questionnaire.

STEP 5

Convert the questionnaire into Google Forms.

STEP 6

Identify eligible Grade 12 participants.

STEP 7

Explain the study and participants' rights.

STEP 8

Obtain informed consent.

STEP 9

Distribute the survey electronically.

STEP 10

Collect and secure the data.

STEP 11

Clean and check the data.

STEP 12

Perform statistical analysis.

STEP 13

Interpret and present the results while protecting anonymity.

33. Confidentiality

The questionnaire is designed not to collect personally identifying information.

The research data will be stored on secure, password-protected devices, and results will be reported in aggregate form to protect participant anonymity.

Defense answer:

We will protect confidentiality by avoiding unnecessary personally identifying information, securing the raw data, limiting access to the researchers, and reporting the results in aggregated form.

34. Statistical Techniques

The study proposes several statistical techniques.

A. Descriptive Statistics

Used to summarize the data.

Examples include:

Mean

Median

Standard deviation

Range

Frequency

Percentage

These help researchers understand the general pattern of responses.

Simple meaning:

Descriptive statistics = describe the data.

B. Pearson's r

What is Pearson's r?

Pearson's correlation coefficient measures the:

strength

direction

of a linear relationship between variables.

The study proposes testing the correlation at:

$\alpha = 0.05$

Easy defense answer:

Pearson's r will be used to determine whether there is a relationship between employment-related factors and students' post-secondary decision-making, as well as the strength and direction of that relationship.

What does direction mean?

A relationship can generally be:

Positive→ as one variable increases, the other tends to increase.

Negative→ as one variable increases, the other tends to decrease.

No relationship→ there is little or no systematic association.

C. Multiple Regression Analysis

Multiple regression examines how several variables together relate to an outcome.

According to the paper, it may be used to determine which employment-related variables most significantly affect educational pathways when considered together.

Simple meaning:

Pearson's r = relationship between variables

Multiple regression = several predictors considered together

D. ANOVA

What is ANOVA?

Analysis of Variance

It is used to compare mean differences among groups.

In your paper, it is proposed for comparing groups such as students who plan to work immediately and students who intend to continue to college.

Easy answer:

ANOVA will be used to determine whether there are statistically significant differences in mean scores among groups.

35. QUICK STATISTICS MEMORY GUIDE

Remember:

MEAN

“What is the average?”

FREQUENCY

“How many?”

PERCENTAGE

“What proportion?”

STANDARD DEVIATION

“How spread out are the responses?”

PEARSON'S r

“Are the variables related?”

MULTIPLE REGRESSION

“How do several variables together relate to the outcome?”

ANOVA

“Are the group means significantly different?”

36. MOST IMPORTANT VARIABLES TO MEMORIZE

Your study revolves around:

Employment-related factors:

1. Job Stability and Security
2. Income Potential
3. Financial Necessity

These are examined in relation to:

Outcome:

Decision to Enter Work or College

37. QUESTIONNAIRE REVIEW

Your appendix presents the questionnaire statements using the 5-point Likert scale.

Influence of Employment Scale

It asks students whether they believe:

having a job can help secure their future
work is practical when college is expensive
employment provides useful experience
work can provide financial independence
employment is an alternative to immediately going to college

Perceived Job Stability and Security Scale

It asks about:

long-term stability
job security
stable employment
long-term availability
insecurity discouraging students from choosing work

Income Potential Scale

It asks about:

high salaries
income's effect on decisions
choosing work because of good pay
salary as a future-path consideration
earning enough to support personal needs

Perceived Financial Necessity Scale

It asks whether:

financial pressure affects the decision
family income needs influence work decisions
inability to afford college influences work decisions
financial need affects decisions after Grade 12
supporting one's family can make work a priority

Decision-Making Scale

It asks about:

thinking carefully about work versus college
confidence in the post-SHS decision
practical considerations
choosing better future opportunities
deciding based on what is most beneficial

38. POSSIBLE DEFENSE QUESTIONS + ANSWERS

Q1. Why did you choose this topic?

We chose this topic because Senior High School students face an important decision after graduation: whether to enter the workforce or pursue college. Employment may provide financial support and valuable experience, but financial necessity and work responsibilities may also affect educational plans. We want to determine how these employment-related factors are associated with students' decision-making.

Q2. What is the main purpose of your study?

The main purpose is to determine the level of employment-related influences and examine their relationship with Senior High School students' decision-making regarding entering the workforce or pursuing college.

Q3. What is your research gap?

The gap is that many previous studies focused on academic performance, stress, time management, and well-being among working students, while fewer studies examined how employment influences SHS students' decision between entering work and pursuing college.

Q4. What are your variables?

Our independent variable is the influence of employment, particularly employment-related factors such as job stability and security, income potential, and financial necessity. Our dependent variable is students' decision-making regarding whether to enter the workforce or pursue college.

Q5. Why Grade 12 students?

Grade 12 students are appropriate because they are in their final year of Senior High School and are closer to making actual post-graduation decisions.

Q6. Why include employed and non-employed students?

Including both employed and non-employed students allows us to examine and compare their perceptions and decision-making regarding their post-SHS pathways.

Q7. Why use quantitative research?

We use quantitative research because we collect numerical data through structured questionnaires and analyze the responses statistically.

Q8. Why correlational?

We use correlational research because we want to determine whether employment-related factors are significantly related to students' decision-making without manipulating the variables.

Q9. Why not experimental research?

Experimental research would require manipulating a variable, but our study does not manipulate employment or students' decisions. We only observe and measure existing conditions.

Q10. Why use stratified random sampling?

We use stratified random sampling to ensure that the different academic strands are adequately represented in the sample, followed by random selection within each strand.

Q11. Why 338 respondents?

The study has a population of 2,800 Grade 12 students. Using the Raosoft Sample Size Calculator with a 95% confidence level and 5% margin of error, the proposed sample size is 338 respondents.

Q12. Why use a Likert scale?

A five-point Likert scale allows respondents to express the degree of their agreement with each statement in a consistent and structured way.

Validity refers to whether the questionnaire accurately measures the construct it is intended to measure.

Q13. What is validity?

Q14. What is reliability?

Reliability refers to the consistency of the instrument in measuring the intended construct.

Q15. How will you establish validity?

Through expert evaluation. Three Senior High School research advisers and one educational psychology faculty member will review the questionnaire items for relevance, clarity, and alignment with our objectives.

Q16. How will you establish reliability?

We will conduct a pilot test with 30 non-sample SHS students and use Cronbach's Alpha to evaluate the internal consistency of the instruments.

Q17. What is Cronbach's Alpha?

Cronbach's Alpha is a measure of internal consistency. It tells us how closely related the items in a scale are and whether they consistently measure the same construct.

Q18. What is your null hypothesis?

Our null hypothesis states that there is no significant relationship between the influence of employment and students' decision-making to enter college or pursue work.

Q19. Why is your significance level 0.05?

The 0.05 significance level is the statistical threshold specified in our study for testing the null hypothesis and determining whether the observed relationship is statistically significant.

Q20. Why Pearson's r ?

Pearson's r is used to determine the strength and direction of the linear relationship between the variables being examined.

Q21. What if your result is significant?

If the statistical test shows a significant relationship at the 0.05 level, we would reject the null hypothesis and conclude that there is statistically significant evidence of a relationship between the variables.

Q22. What if your result is not significant?

If the result is not significant at the 0.05 level, we would fail to reject the null hypothesis and conclude that the study did not find sufficient statistical evidence of a significant relationship.

★ 39. VERY IMPORTANT: DON'T CONFUSE THESE TERMS

Employment

Having work or engaging in paid work.

Influence of Employment

The way employment-related experiences or perceptions may affect students' decisions.

Job Stability

Whether students perceive a job as stable and likely to continue.

Income Potential

How much students believe they can earn from employment.

Financial Necessity

The extent to which financial circumstances make employment necessary.

Decision-Making

The process of evaluating options and choosing between work and college.

🧠 40. ONE-MINUTE SUMMARY OF YOUR WHOLE RESEARCH

If the panel suddenly says:

"Summarize your study."

You can say:

Our study, titled "The Influence of Employment on Senior High School Students' Decision Making to Enter Work or College," examines how employment-related factors influence Grade 12 students' post-graduation decisions. We focus on factors such as financial considerations, family responsibilities, career and skill development, job stability and security, income potential, and financial necessity. The study addresses a research gap because previous studies have largely focused on the academic performance and well-being of working students rather than their decision between entering the workforce and pursuing college. We use a quantitative correlational research design because we aim to determine the relationship between employment-related influences and students' decision-making without manipulating the variables. The proposed respondents are 338 Grade 12 students from the different academic strands at Liceo de Cagayan University, selected through stratified random sampling. Data will be gathered through adapted survey instruments using a five-point Likert scale and analyzed using descriptive statistics, Pearson's r , multiple regression, and ANOVA as specified in the methodology.

🏆 41. SUPER SHORT "CHEAT SHEET" TO MEMORIZE TITLE

Employment → Work or College

MAIN PURPOSE

Determine employment-related influences and their relationship with students' decisions.

IV

Influence of Employment

DV

Decision-Making to Enter Work or College

MAIN FACTORS

Job Stability + Income Potential + Financial Necessity

THEORIES

Human Capital → Investment

Time Allocation → Limited Time

SCCT → Confidence/Goals/Environment

Expectancy-Value → Success + Value

RESEARCH DESIGN

Quantitative Correlational

POPULATION

2,800 Grade 12 students

SAMPLE

338

SAMPLING

Stratified Random Sampling

STRANDS

STEM, ABM, HUMSS, AD, HE, ICT

INSTRUMENT

Adapted/revised questionnaires

SCALE

5-point Likert

1 = Strongly Disagree

5 = Strongly Agree

VALIDITY

Expert Review

RELIABILITY

Pilot Test + Cronbach's Alpha

SIGNIFICANCE

0.05

MAIN STATISTICAL TEST

Pearson's r

OTHER STATISTICS

Descriptive Statistics + Multiple Regression + ANOVA

RESEARCH GAP

Less focus on SHS students' work-vs-college decision

MAIN BENEFICIARIES

Students, Teachers, Guidance Counselors, Administrators, Future Researchers

SDGs

SDG 1 — No Poverty

SDG 4 — Quality Education

SDG 8 — Decent Work and Economic Growth

42. FINAL DEFENSE MINDSET

When answering the panel, don't try to memorize every sentence from the manuscript.

Understand the logic:

PROBLEMSome SHS students must choose between work and college.



FACTORSFinancial needs, family responsibilities, income potential, job stability, and career development may influence the choice.



RESEARCH GAPPrevious research has not sufficiently focused on the specific work-versus-college decision among SHS students.



PURPOSEDetermine the level of these influences and their relationship with decision-making.



METHODQuantitative + correlational survey.



RESPONDENTS338 Grade 12 students.



SAMPLINGStratified random sampling.



INSTRUMENTAdapted/revised Likert-scale questionnaires.



ANALYSISDescriptive statistics + Pearson's r + other proposed statistical techniques.



GOALUnderstand how employment-related factors are associated with students' decisions to work or pursue college.

Important things to clarify before your defense

Your manuscript contains a few inconsistencies in terminology that a panelist could notice:

One methodology section describes four instruments (IES, PJSSS, IPS, PFNS), while the later data-gathering section describes three instruments (IES, PJSFNS, WCEDS).

The Scope/Definition of Terms section refers to AY 2025–2026, while the methodology states AY 2026–2027.

The Statement of the Problem names financial considerations, family responsibilities, and career/skill development, while the conceptual framework emphasizes job stability, income potential, and financial necessity.

Do not ignore these if your panel asks about them. Be ready to explain which version your group is officially using based on your latest approved manuscript.