

PREDISPOSITION FACTORS OF STUDENTS' CHOICE IN AGRICULTURE, FISHERIES, AND FORESTRY COURSES IN VISAYAN REGIONS, PHILIPPINES

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Abstract

This study on predisposition of students' choice (AY 2013-2014), provides results for advocacy interventions meant to improve the quality and relevance of agriculture, fisheries and forestry (AFF) courses. The inter-correlation analysis on profiles, intrinsic (motivation and personality character traits) and extrinsic variables, and difficulties of students with their choice of course was employed to treat survey results from 1,200 students. ANOVA complemented Inferential technique was used to treat results of FGD/interview with academics, and sites' visit to 20 CHED/DA accredited NUCAF, PIA and PIF of the HEIs of Visayas' three (3) regions. General findings reveal that 55% of the enrollees in agriculture program are males. Around 66% in fisheries and 60% in forestry are females. 60% of the agriculture, 48% of fisheries, and 50% of the forestry did not prefer their course. The female students of Visayan regions are predisposed with greater interest in enrolling the fisheries and forestry programs. Moreover, 30.75% of AFF enrollees stopped for two years prior to enrolment in college; 80% of the student-respondents' parents are marginalized who live in rural areas; only 20.32% of them finished some years in basic education (fathers are undergraduates of elementary and mothers are undergraduates of

secondary); 66.36% of these parents are unschooled; while only 13.32% of them (inclusive of AFF professionals) finished college education (who poorly influenced their children to take up AFF courses). 90% of the agriculture, 57% of the fisheries, and 26% of the forestry students' fathers are into varied AFF-related occupations; while, 76% of the agriculture, 81.31% of fisheries, and 48.78% of forestry students' mothers are performing tasks related to AFF livelihood activities. The relevance in AFF programs rests in the advocacy implementation capacity of policy-driven interventions to address financial and technical limitations and moral requirements of AFF human resources development and employment.

Keywords: Predisposition, Motivation, Personality Trait, Extrinsic Factors, Career Choice

INTRODUCTION

The United Nations' projection show that by 2050, 70% of the global population will be living in urban areas and megacities, predominantly in tropical environments. This will induce radical changes in the distribution of food, energy, water nutrients, labor and other resources between rural and urban systems. Sustainable agricultural production and short resources cycles according to Tropentag, 2014 are required to sustain livelihoods in both rural and urban communities.

The agriculture sector has long been claimed as the central element of civilization and backbone of the country's economy. It is a sector that ensures food security, the major provider of raw products for the industry sector, the source of foreign exchange through the surpluses for export, where majority of constituents depends on for employment or immediate livelihood and income and a promising take-off base of industrialization.

Recent data (NSO, 2013) reveal that there are more or less 95 million Filipinos in the country and more or less seven (7) million overseas contract workers working across the world. In the Philippines, seventy five percent (75%) of the Filipinos live in the countryside and seventy percent (70%) of the Philippine labor force is engaged in agriculture. There are 16 million women-participants of the labor force (LABSTAT, 2014). Majority of them are employed in the agro-industrial sector.

However, while the country is rich with resources, equipped with high literacy rate and endowed with fertile soil, the country's agriculture sector has not yet exactly gained a remarkable milestone confidence and long term assurance for competitive advantage to push industrialization or at a least considerable degree would push high standard of living specially for the aged-old marginalized Filipino majority.

The Philippines has well-crafted agrarian/land reform program but it is frustrating and alarming to note that until today majority of Filipino agricultural producers are landless, less schooled, deficient in skill for scientific or modern farming methods, recipient of inadequate support services due to insufficient fiscal support and most of whom are victims of structural prejudices. These critical situations contribute to the crisis in the country's agricultural economy for more than a decade now.

To make Philippines one of the foods hubs of Asia-Pacific region and a gateway of foreign investment requires serious long term good governance and financial support. However, as per IMF 2014 World Economic Outlook Database, only 12.3% is the contribution of the agriculture sector to 2011- Gross Domestic Product. Out of 59.81 million Filipino labor force in 2011, only 33% of it is participated by the human resources of agriculture, fisheries and forestry sector (compared to 52% from the service and 15% from the industry sectors). Also, as of 2013, the Philippines' gross external debt is US\$58.5 billion and its annual revenue as of the same year is only US\$34.58 Billion. Lastly, as of 2013, the revenue from the Philippine exports is US\$53.98 billion while the cost of its import is US\$61.71 billion.

Philippine agriculture sector in 2007 accounted for 20% of the GNP and 24% of total exports earnings while the value of fish production from 1981 to 2003 yielded an annual growth rate of 10.28%. Combined, these sectors remain the biggest direct and indirect employer of Philippine labor accounting for 46% of total employment in the past 15 years (Bureau of Agricultural Statistics, 2008). In April 2012 NSO-Labor Force Survey, agriculture is marked as an important sector of the Philippine economy, as it provided 33 percent of the total employment. Thus, the share of agriculture in total employment which is 37.61 million persons with 12.09 million persons went down to 32% as surveyed by the Philippine Statistics Authority (PSA, 2012).

In comparison with ASEAN countries, the average growth rate of per capita GDP was only 3.1% compared to Indonesia's and Vietnam's 4.2% and 4.8%, respectively, during 2008-2012. Unemployment rate hovered at 7%, the highest in the ASEAN-5 (Indonesia, Malaysia, Thailand, Vietnam, & Philippines), and underemployment was experienced by around 20% of all Filipinos during 2012-2013 (PSA, 2014). Poverty befell at least a quarter of total population in 2003–2012. Moreover, agriculture was burdened with a lot of poor producers (37% of farmers and 39% of fisher folk) of food for the entire country (Aquino, A. P., Correa, A. D., Manalo, J. A. & Faylon, P.S., 2014).

These data glaringly spell out that much yet of serious attention should be put in place on AFF being the Philippine economy's strength to push further the productive capacity of the

industry sector. This is set on a point of view that industry sector's base is in AFF being the supposed economy's hub of the country.

Moreover, the current undertone of arguments in respect to enrolment in AFF include: how could HEIs entice the students to take up AFF courses when there are more job orders than permanent employment opportunities in the agriculture, fisheries and natural resources agencies; when students have more lucrative opportunities in the most subscribed courses now in other countries; when Filipino youth of today look at farming as inferior source of living despite the fact that Philippines needs a large number of agricultural technicians and scientists, fisheries technologists and environmentalists who are experts to influence productivity of the local farmers; when most of parents are economically marginalized who do not even own a family-sized farmlands for the family members to supposedly manage; when in the recently concluded similar study conducted in Luzon area reveals that even AFNR professionals now discourage their children to enroll the same; when even some scholarship grants of politicians are politicized, and lastly, when political will is thinly evident to provide "options and opportunities" to answer the requirements of: economic viability, livelihoods and wellbeing, ecosystem stewardship, rights and access, food security and food sovereignty, governance and governability, and assessment and monitoring.

In 2011, CHED report reveals that there is almost 50% decline of enrolment in agriculture, fisheries and forestry and veterinary medicine in just 10-year period from academic year 1999-2000 to 2010-2011. This has adverse implications too on national resources development. It is to this ground that CHED chairperson Dr. Patricia Licuanan (2011) urges parents to enroll their children in "undersubscribed degree programs" - the AFF courses which are expected among major Philippines' passports towards economic stability.

In the PCARRD monitor by Carlos, M.B. & Baisa, G. F., (2010), Student-respondents were asked to identify reasons why they might drop out of school. The responses are: (1) inability to pay fees; (2) dissatisfaction with school instruction and/or facilities; (3) disinterest in course/degree program; (4) poor marks or grades; (5) need to work full-time to support family; and (6) lack of time/busy schedule. Based on these results, it is clear that practical reasons take precedence. The fact that school performance comes second is also important to note since this is where education authorities can have some impact.

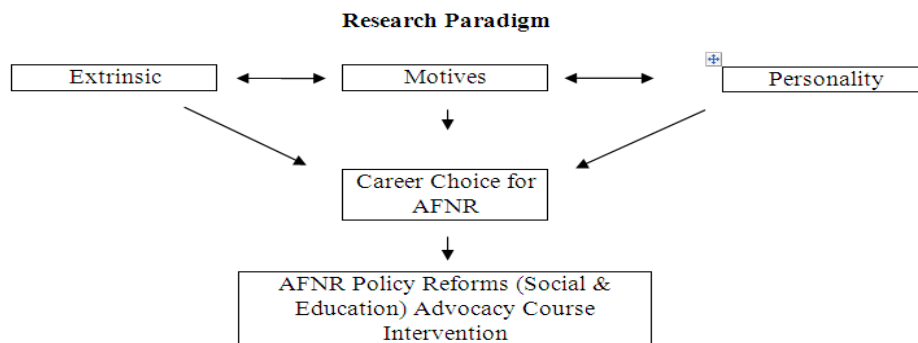
The Commission on Higher Education consistently recognizes the vital importance of AFF for food security, sustainable agriculture, and management of the country's natural resources, and has thus continually advocated and supported initiatives to improve the quality of AFF education through the National Agriculture and Fisheries Education System (NAFES) and the identification and development of Centers of Excellence and Development in agriculture and

fisheries. Its thrust is to rationalize and streamline the AFF education system as well as to help the government achieve the goal of revitalizing and modernizing the agriculture sector in order to promote broad-based economic growth and development.

Setting the facts on a macro-perspective, education plays a very indispensable role to economic growth and development. In fact, the 1987 Philippine Constitution mandates education as a government function. Thus, the Philippine government is duty bound to spend bountiful amount from taxes to defray the cost of public education. The responsiveness of the public education institutions to professionalize or produce the highly skilled and functionally intellectualized labor requirements of the agriculture sector would constitute greater agricultural productivity.

The mechanism of the Philippine laws is clear, specifically, section 2 of paragraph 6 of RA 8435, which states that *“The State shall empower the agriculture and fisheries sectors to develop and sustain themselves. Toward this end, the State shall ensure the development of the agriculture and fisheries sectors in accordance with the following principles such as poverty alleviation and social equity, food security, rational use of resources, global competitiveness, sustainable development, people empowerment and protection from unfair competition.”*

To spur interest in agriculture, forestry and fisheries courses among the youth requires crucial inquiry into their personality trait endowments, motivation reorientations or personal value systems and influences of extrinsic factors. The research paradigm below shows the conceptual framework of this study.



It is a necessity that the academe is sustainably serious to intensify the government support especially to tailor fit societal participation drawn from school-age population. John Krumboltz’s social learning theory (1990), as cited by Isakson and Brown (2000), posits that one of the strongest behavioral approaches in career development lies in personal and rational belief such as self-efficacy and self-interest. This realizes vital role in social reform. This study lays opportunities for all technical and vocational/comprehensive private and State Colleges and

Universities (SCUs) to be reoriented, responsible, and tasked to perform pro-active functions and actions which will significantly push straightforward the Philippine government's attempt to improve the Filipinos' socio-economic conditions through an improved subscription of Filipino teenage students to lifelong skills-based AFF courses.

METHODS

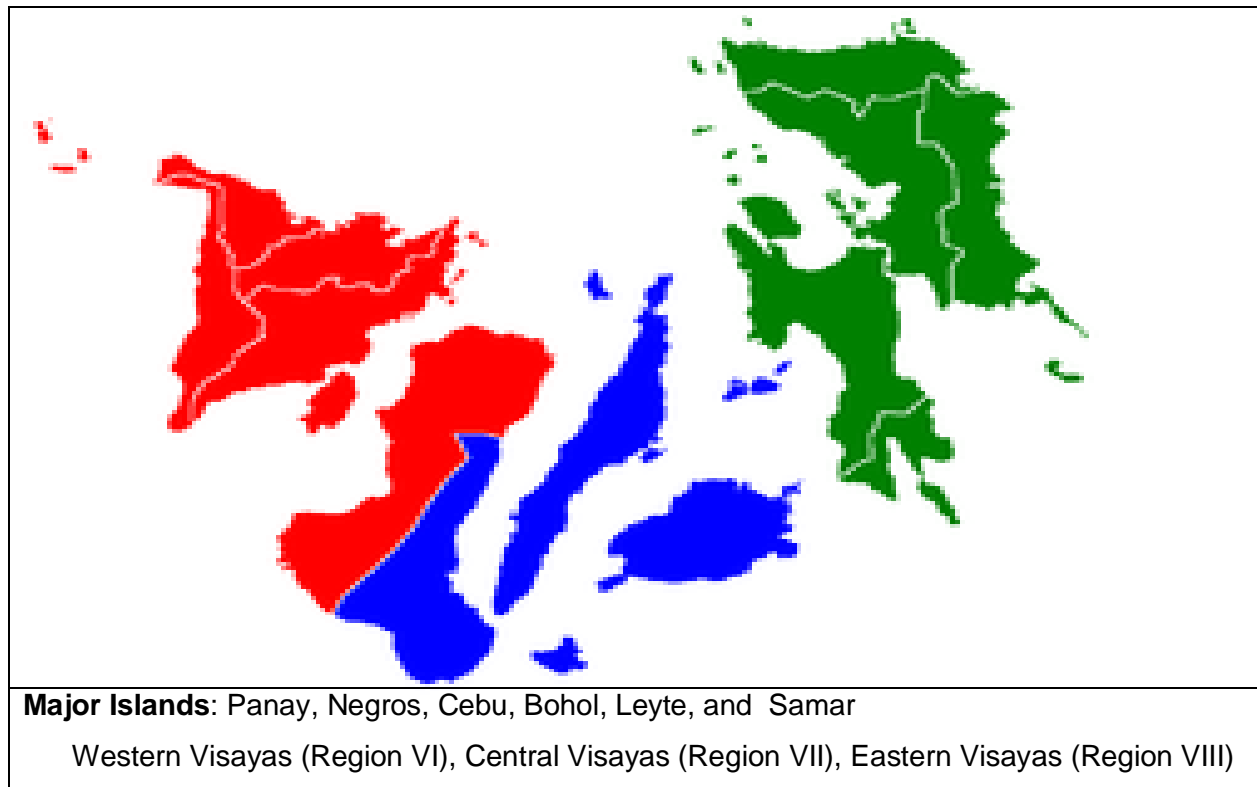
This study utilized descriptive-inter-correlation method. It combined quantitative and qualitative approaches in establishing the credible empirical facts or data and information. The researchers conducted the survey across six major islands of Visayas such as Panay, Negros, Cebu, Bohol, Leyte, and Samar. The Visayas area of the Philippine archipelago consists of at least three 3 regions which consist of Western Visayas (Region VI), Central Visayas (Region VII), and Eastern Visayas (Region VIII). The matrix below shows the list of purposively selected CHED/TESDA/DA accredited public and private comprehensive tertiary and/or vocational colleges and universities.

Table 1 Colleges and Universities-Respondents

No.	Region VI - Western Visayas
1	Aklan State University (ASU), Banga campus, Banga, Aklan – PIA
2	Aklan State University (ASU), New Washington campus, Aklan – PIF
3	Capiz State University (CapSU), Burias Campus, Burias, Capiz – PIA
4	Capiz State University (CapSU), Dayao Campus, Dayao, Roxas City, Capiz – PIF
5	Carlos Hilado Memorial State College of Fisheries (CHMSCA), Binalbagan Campus, Enclaro, Binalbagan, Negros Occidental – PIF
6	Iloilo State College of Fisheries (ISCF), Lopez Jaena St., Jaro, Iloilo City, Iloilo – PIA
7	Iloilo State College of Fisheries (ISCOF), Main Campus, Tiwi, Barotac Nuevao, Iloilo – PIF
8	University of the Philippines in the Visayas, Miagao (UPVM), Iloilo – NUCF
Region VII - Central Visayas	
9	Bohol Island State University (BISU), Candijay Campus, Cogtong, Candijay, Bohol – PIA
10	Bohol Island State University (BISU), Polo Norte, Clarin Campus, Clarin, Bohol – PIF
11	Bohol Island State University (BISU), Bilar Campus, Zamora, Bilar, Bohol – PIA
12	Cebu Technological University, Barili Campus, Barili, Cebu City – PIA
13	Cebu Technological University, Carmen Campus R.M. Durano Ave., Poblacion, Carmen, Cebu – NUCF
14	Cebu Technological University, Argao Campus, Ed Kintanar St., Lamacan, Argao, Cebu – NUCF
15	Negros Oriental State University (NORSU), Bajumpandan Campus, Main Campus II, Bajumpandan, Dumaguete City – PIA
16	Central Philippines State University (CPSU), Kabankalan, Negros Occidental
17	Silliman University (SU), Hibbard Avenue, Dumaguete City. Negors– NUCA Private Univ.

Region VIII - Eastern Visayas	
18	Eastern Visayas State University (EVSU), Carigara Campus, Barugohay Norte, Carigara, Leyte – PIF
19	Naval State University (NSU) (formerly known as Naval Institute of Technology) – BNAC Campus, Biliran, Biliran – PIF/ PIA
20	Northwest Samar State University (NSSU), (formerly known as Tiburcio Tancinco Memorial Institute of Science and Technology), Rueda Street, Calbayog City, Samar –PIA

Figure 1 Map of Visayan regions



Source: www.visayas.philippinemaps.ph, 2012

The respondents of this study were second year and graduating students enrolled in AFF courses. The second year students were considered as they can most likely discern for a course to finally continue or take up in college. While the graduating students were also chosen on the strong ground that they are the ones who are fully decided to finish the course. Thus, there's sense of self-determination among the respondents. Self-Determination Theory explains that motivation based on reasons or goals give rise to an action. Likewise, the Theory of Reasoned Action by Fishbein and Ajzen (1975) posits that the attitude of a person towards a behavior is determined by his beliefs on the consequences of this behavior. Thus, these respondents can credibly give empirical thoughts on their own predispositions. In like manner, the teaching staff and members of the administration specifically consisting of faculty, program

chairs, deans, director of research and vice presidents for academics were tapped for the focus group discussion purposely to countercheck the authenticity of students' responses. The purposive sampling was utilized for the selection of the respondents of this research. Matrix below shows population of 2nd and 4th year level student-respondents.

Table 2 Population of 2nd and 4th year level student-respondents

Category	Frequency (Percentage)							
	Agriculture		Fisheries		Forestry		Total	
Year Levels	2nd Year	4th Year	2nd Year	4th Year	2nd Year	4th Year	2nd Year	4th Year
Number of Respondents	482	265	282	130	24	17	788	412

The researchers utilized three research instruments in generating quantitative data and qualitative information. It includes among others: (a) self-assessment for the career decision-making survey questionnaire, (b) close-ended interview for VPAs, (c) and open-ended interview checklist/questionnaire for FGD with academic deans, research directors, program chairs and full-time regular faculty members.

The survey questionnaire comprises five parts. Part I surveys the eight (8) sub-area profile variables of respondents; Part II assesses the extent of influence of the three motivational sub-area variables; Part III assesses the extent of influence of the six sub-variables of personality trait factors; Part IV assesses the extent of four sub-area variables on extrinsic factors; while Part V assesses the critical difficulties that are experienced by the students while taking up agriculture, fisheries and forestry courses. The John Holland's self-assessment standardized type of personality test was partly used for the content of the survey instrument.

On the quantitative data component of this study, the researchers used *frequency* and *percentage* to treat the data covering the profile of respondents. The *weighted mean* was utilized to indicate the extent of predisposition of the students' career choice for agriculture, fisheries and forestry courses in the motivation, personality trait, and extrinsic variables along with the extent of difficulties experienced by the 2nd and 4th year student-respondents. Moreover, the researchers used ANOVA to test significant relationship between the predisposition factors (motivational, personality, and extrinsic) and profile variables of students and the predisposition factors and difficulties experienced by student-respondents; and significant difference in the predisposition factors among second and fourth year students of agriculture, fisheries and forestry courses.

RESULT AND DISCUSSION

Male agriculture students are predisposed with motivation to address family economic welfare; with personality character trait interest along *nature* that keeps them stay in the course; and *extrinsic* influence of their family members who are into AFF-related jobs.

Female fisheries and forestry students are motivationally predisposed with their expectation on the employment opportunities provided by the government; with personality character trait interest on *outdoor* activities; and *extrinsic* influence of their family members who are into AFF-related jobs. FGD and sites' visits reveal that there is dearth of qualified teaching staff, inadequacy of modern facilities/equipment as well as library holdings. Lastly, interview results reveal inferior public notion for AFF courses.

Table 3 shows the correlation between the predisposing factors and the **agriculture** students' profile variables. It is noticed that the *predisposition factors* of the students are significantly associated with sex. The male students have greater motivation to take agriculture course, as indicated by a correlation coefficient of $r=0.101$, which is at 0.01 level of significance. The analysis on responses indicates that the collaborative partnership of their mothers (*by 90% who are into AFF-related occupation*) and their fathers (*by 76% of these fathers who are into AFF-related occupation*) have influenced their male children to enroll the agriculture course. This means that male children of the parents in the Visayan regions are attached to the aspiration of making farming methods better through their enrolment to the agriculture course.

Moreover, it infers in this correlation analysis that males were motivationally predisposed to finally enroll the course as they regarded the family economic welfare a concern as indicated by a correlation coefficient of $r=0.166$, significant at 0.05 level. Further, this means that male children of the Visayan parents are relatively better committed to countryside agricultural development.

Also, figures on table indicate that the *personality factors* of the students are significantly associated with *preferred course*, as shown by correlation coefficient of $r=0.321$, significant at 0.01 level. Based on responses, students were predisposed intrinsically on the course they individually chose on grounds of their innate personality endowments.

In general, it means that in spite of not having been fully convinced at first (by 60% of them) to take up **agriculture** as course, the interest along working realistically with outdoor mechanical and physical activities specially with things, such as objects, tools, machines, plants, and animals had helped them decide to finally stay in the course.

Similarly, figures on table indicate that the *extrinsic factors* of the students are significantly related to their *preferred course*, as shown by correlation coefficient of $r=0.161$,

significant at 0.05 level. In general, it means that the 2nd and 4th year agriculture students are extrinsically predisposed to have chosen their course with the moderate influences of their own parents, their relatives and friends who graduated from AFF courses (*who are now successful in their chosen profession and who successfully sent their elder siblings to school*). Finally, agriculture students were predisposed to their chosen course with the strong expectation on bright job opportunity prospects right after their graduation.

Lastly, the table shows that the *extrinsic factors* of the students are significantly associated with both the *students' fathers and mothers' educational attainment*, as shown by the correlation coefficients of $r = -0.105$ and $r = -0.091$, respectively, which are significant at 0.05 level. As indicated in the correlation coefficients, the agriculture students (*mostly male 2nd year whose parents had just finished some years or completed basic education*) have greater *extrinsic predisposition to enroll the course*. This scenario means that male children can be agents of big help to their parents.

Table 3 Significant Relationship between the predisposing factors and the *agriculture* students' profile variables

Factors	Correlation Coefficients (Significance Level)		
	Motivation	Personality	Extrinsic
Year Level	0.044 (0.225)	-0.041 (0.265)	-0.041 (0.265)
Age	-0.044 (0.227)	-0.046 (0.210)	-0.026 (0.475)
Sex	0.101** (0.006)	0.043 (0.246)	-0.025 (0.487)
Type of Residence	0.047 (0.206)	0.039 (0.301)	0.040 (0.282)
Preferred Course	0.166* (0.039)	0.321** (0.000)	0.161* (0.045)
Father's Education	-0.055 (0.192)	0.024 (0.575)	-0.105* (0.012)
Mother's Education	-0.042 (0.305)	-0.013 (0.746)	-0.091* (0.026)
Father's Occupation	-0.005 (0.917)	0.014 (0.750)	-0.065 (0.528)
Mother's Occupation	-0.014 (0.743)	-0.052 (0.221)	0.005 (0.931)

** = significant at 0.01 level

* = significant at 0.05 level

Note: All other variables are not significant

Table 4 shows the correlation between the predisposing factors and the *fisheries* students' profile variables. It is observed that the predisposition factors of the students are associated with year level. It specifically reveals that 2nd year fisheries students have higher motivation compared to those in the fourth year level, as indicated by correlation coefficient of $r = -0.191$ at 0.01 significant level. Despite 48% of them did not prefer their course, they were motivationally predisposed to take up fisheries course due to the availability of financial grants or assistantship, ladderized curricular program, and their expectation from government agencies of

the Philippines to provide them job opportunities (*be it in the private or public agencies*) or even support for self-employment.

Likewise, the 2nd year fisheries students have relatively stronger personality character traits compared to those in the fourth year level, as indicated by correlation coefficient of $r = -0.104$ at 0.05 significant level. However, both year levels were intrinsically predisposed on their chosen course grounded by their innate personality endowments particularly on the moderate tendency to do outdoor mechanical and physical activities and working on things such as objects, tools, machines, plants, and animals rather than on mere abstract ideas of people.

Lastly, figures show that the extrinsic factors of the students are significantly associated with the students' fathers educational attainment, as shown by the correlation coefficient of $r = -0.155$ at 0.05 significant level. This means that the educational attainment of fathers has an influence to the extrinsic predisposition of student-respondents in the Visayan HEIs.

Table 4 Significant relationship between the predisposing factors and the *fisheries* students *profile variables*

Factors	Correlation Coefficients (<i>Significance Level</i>)		
	Motivation	Personality	Extrinsic
Year Level	-0.191** (0.000)	-0.104* (0.035)	-0.027 (0.591)
Age	0.026 (0.606)	-0.072 (0.145)	-0.052 (0.293)
Sex	0.040 (0.422)	-0.002 (0.968)	-0.089 (0.700)
Type of Residence	-0.006 (0.905)	-0.021 (0.670)	-0.072 (0.148)
Preferred Course	-0.258** (0.001)	-0.251** (0.001)	-0.135 (0.076)
Father's Education	0.007 (0.905)	-0.033 (0.575)	0.155** (0.007)
Mother's Education	-0.021 (0.706)	-0.030 (0.592)	-0.056 (0.315)
Father's Occupation	-0.000 (0.993)	-0.083 (0.150)	0.055 (0.341)
Mother's Occupation	Constant	Constant	Constant

** = significant at 0.01 level

* = significant at 0.05

Note: All other variables are not significant

Table 5 shows the correlation between the predisposing factors and the **forestry** students' profile variables. It is evidently shown that the *predisposition factors* of the students are significantly associated with **age** as indicated by the correlation coefficient of $r=0.460$ significant at 0.05 level.

Finally, it is likewise observed that the *predisposition factors* of the students are significantly associated with **type of residence**. The forestry students who reside in the rural areas have greater extrinsic predisposition to enroll the forestry course compared to those who stay in the urban areas, as indicated by the correlation coefficient of $r = -0.387$ significant at

0.05 level. This means that (*despite 50% of them did not prefer their course*) students coming from the countryside are prospectively regarded potential to address their own societal and economic problems only if they are provided with follow through enabling technical, financial, physical and moral support right after their graduation.

Table 5 Relationship between the predisposing factors and the *forestry* students profile variables

Factors	Correlation Coefficients (<i>Significance Level</i>)		
	Motivation	Personality	Extrinsic
Year Level	-0.166 (0.294)	-0.067 (0.679)	-0.216 (0.174)
Age	-0.199 (0.212)	0.020 (0.902)	-0.460 ^{**} (0.002)
Sex	-0.159 (0.322)	-0.108 (0.502)	-0.092 (0.566)
Type of Residence	-0.387* (0.012)	-0.175 (0.273)	-0.161 (0.315)
Preferred Course	Constant	Constant	Constant
Father's Education	-0.097 (0.578)	-0.054 (0.759)	-0.062 (0.725)
Mother's Education	-0.090 (0.619)	0.135 (0.455)	-0.213 (0.234)
Father's Occupation	-0.182 (0.337)	0.018 (0.926)	-0.176 (0.353)
Mother's Occupation	Constant	Constant	Constant

** = significant at 0.01 level

* = significant at 0.05 Note: All other variables are not significant

Table 6 shows the significant relationship between the predisposition factors and the extent of difficulties encountered by the students. It is observed that the *predisposition factors* of the agriculture students are significantly associated with the difficulties they currently encountered like school facilities and library holdings.

It is clearly revealed that the students who innately possess higher intrinsic personality and greater extrinsic predisposition to enroll the agriculture course have to a great extent seriously acknowledged the moderate existence of the current difficulties in the HEIs of the Visayan regions, as shown by the correlation coefficients of $r = -0.612$, and 0.335 , respectively, which are significant at 0.05 level.

The students of the fisheries program practically have similar case with agriculture students but only on the aspect of extrinsically influenced predisposition, as shown by the correlation coefficient of 0.412 which is significant at 0.05 level.

Table 6 Significant Relationship between the Predisposition factors and the extent of difficulties encountered by the student-respondents

Predisposition Factors and Difficulties	Course Correlation Coefficients (Probability)		
	Agriculture	Fishery	Forestry
1. Motivation	-		
2. Personality	0.612**(0.000)	-	
3. Extrinsic	0.335**(0.000)	0.412**(0.000)	

** = significant at 0.01 level

* = significant at 0.05

CONCLUSION

Following conclusive marks are stated based on the summary of general findings:

1. The high percentage of enrollees among male students in agriculture, and among females in both fisheries and forestry significantly implies that Visayan Regions have the potential to sustain strong AFF-based economy.
2. The influence of family members and personality character trait interest on *nature* among AFF enrollees keep them predisposed in the course despite majority of them did not prefer it at first.
3. The dearth of qualified teaching staff, inadequacy of modern facilities/equipment as well as library holdings are attributes to the inferior public notion for AFF courses.
4. There is a strongly felt necessity for the conduct of inquiry into the impact of scholarship/assistantship grants provided by government and non-government agencies to both AFF students and faculty members.

RECOMMENDATION

In view of the above mentioned, the following are the recommendations:

1. The officials of the CHED and other lead implementing government agencies, bureaus and instrumentalities to review/revisit the mandates of the provisions of RA 8435 (Agriculture and Fisheries Modernization Act of 1997) and other laws purposely to draw strategic plans of action meant to support greater access to the benefits of AFF education across genders in the Visayan Regions.

2. Strategic plans of action as interventions should consist among others the concern for collaboration of HEIs particularly NUCAFs, PIFs, and PIAs, CHED, DA and DENR for provisions of state-of-the-art facilities and more lucrative entrepreneurial activities which can ensure greater chances for immediate employment.
3. A tracer study for AFF graduates for the last five years purposely to generate relevant feedback along impact of: (a) AFF curriculum programs to the demands of the job market, and (b) scholarship grants to the AFF faculty members' instructional efficiency and students' employability. In this way, the graduates and faculty members would become more responsive to the needs of local and international industry.

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