A QUANTITATIVE STUDY ON THE IMPACT OF YOUTUBE COLLEGE VLOGS ON THE CAREER PREFERENCE OF 12 STEM-ACAD STUDENTS OF PHINMA UPANG COLLEGE URDANETA

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APPROVAL SHEET

The thesis entitled "A Quantitative Study on the Impact of YouTube College Vlogs on the Career Preferences of 12STEM-ACAD Students of PHINMA UPang College Urdaneta" prepared and submitted by Group 1 in partial fulfillment of the requirements in APP 006 (PRACTICAL RESEARCH II) has been examined and is recommended for approval and acceptance.

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The researchers

DEDICATION

The researchers would like to dedicate this study to their families, friends, and classmates. Thank you to those who lent their support, and time, and served as an inspiration for them to complete this study.

This research study is also dedicated to the Research Adviser, Mr. Vince A. Libatique, who is behind making this research possible through his guidance.

Lastly, the researchers would also like to dedicate this study to their fellow senior high school students. May this help guide future researchers.

ABSTRACT

The pandemic boosted the dependency of people on social media in remaining up to date with the latest pieces of news, along with the student's utilization of social media for academic purposes. To further understand how social media affects a student's life, the researchers have decided to conduct this study to identify how social media content such as YouTube college vlogs impacts the career preferences of 12 STEM-ACAD 1 to 3 of PHINMA UPang College Urdaneta.

The researchers used a descriptive research design and formulated an online questionnaire to obtain the necessary data from the 50 randomly selected students from 12 STEM-ACAD 1 to 3. The computed Spearman correlation coefficient supported the null hypothesis, which indicates that YouTube College Vlogs have little to no impact on changing the career preference of the students. Despite this, the findings also revealed that YouTube is perceived by some as being helpful regarding the course and college section. THE factors students take into account when selecting their career paths have also been identified to be salary, interest, passion, interpersonal influences, skills, dreams, values, course requirements, lifestyle, and relevance.

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CHAPTER I

INTRODUCTION

This chapter provided an overview of the topic chosen. It includes the background, statement of the problem, theoretical and conceptual framework, hypothesis, significance of the study, scope and delimitation, and the definition of terms.

BACKGROUND OF THE STUDY

College is highly regarded as the turning point in the lives of students. In this modern and competitive era, it has developed into a standard for establishing hierarchies within work systems, defining a successful life, and shaping one's future. Whatever is in question—occupation, opportunities, or reputation-receiving and finishing post—secondary education alone, acts as a pedestal setting people on a higher bracket than their peers.

In the pursuit of a stable job, it has been found that college graduates receive 57 percent more opportunities as almost two-thirds of all jobs require a degree. Moreover, degree holders have received 95 percent of jobs created since 2010, which amounts to approximately 8.4 million. Meanwhile, occupations for undergraduates have only increased by 80 000 (Joubert, 2020). A study conducted by Utah Women Organization also revealed that college-educated people tend to have

healthier lifestyles, improved sense of confidence and competence, and higher life satisfaction. These are due to the role post-secondary education plays in equipping students with versatile skill sets in line with their degrees, giving them time to develop social networks, and implementing proper training for self-improvement and marketability.

Such findings reflect the significance of receiving a college education, which further highlights its starting point, career selection. Selecting a career is a rigorous, pressure-imposing process, that all students experience in their lives. It is choosing a vocation based on numerous interwoven factors such as socioeconomic status, college reputation, school size, location and cost, student expectations, family, teacher and peer influence, and the students' personalities (Ouano et. Al, 2019; Abe & Chikoko, 2020).

To arrive at the most likable and attainable career choice, students rely on various primary and secondary choices. However, unlike the pre-pandemic times when systems and processes have been consistent and therefore more familiar to learners, universities today have adapted in newer ways.

The changes brought by the Covid-19 pandemic such as lockdowns, social distancing, and distance learning have become a hurdle in the academic lives of students, especially those heading for college (Gashi & Kadriu, 2020). Aside from affecting their potential career

plans, it also resulted in a shortage in the sources of up-to-date college information, further aggravating the difficulty of career selection.

In hopes of coping with the adjustments, students turn to people with firsthand experience in college applications or who have worked in an academic institution during the pandemic for their inquiries. However, not everyone has the opportunity to ask such people or access reliable resources. Some who lack both or are more introverted have no choice but to rely on the internet. They scour college websites as a means of garnering credible information to reassess various factors involved in their future plans, as well as requirements and key details about their potential schools. Afterward, they turn to review sites and then to more social channels that act as decision drivers, enabling them to get a glimpse of student life in the schools they are taking into consideration (Turner, 2017).

Among these alternative channels of career information, is YouTube. It is the second most used search engine after Google. It offers a vast array of content from music videos, to movies and academic content, like college vlogs.

YouTube college vlogs enlighten students about the pros and cons of their tentative choices, especially on courses that are not conventional or relatively new among students. The in-depth discussion and demonstration offered by vlogs can help clear up misconceptions, clarify

instructions and provide additional noteworthy factors, all of which can guide doubtful and undecided students in their career selection journey.

This study was undertaken to identify the impacts of YouTube college vlogs on the career preferences of 12 STEM-ACAD 1 to 3 students of PHINMA UPang College Urdaneta. The researchers believe that it can provide insights as to what factors and concerns are affecting the career decisions of students, who in the future will be the leaders of the next generations.

STATEMENT OF THE PROBLEM

This research targeted to identify the impacts of YouTube college vlogs on the career preferences of 12 STEM-ACAD 1 to 3 students of PHINMA UPang College Urdaneta. To achieve this, the researchers examined the reliance of students on YouTube for their career concerns and its effect on their tentative career choices.

Likewise, it aimed to answer the following questions:

1. What are the students' profiles in terms of their:

    a.   Age

    b.   Sex

    c.   Section

d.   Preferred career

e.   Perceived level of college information awareness

f.   Perceived level of career choice certainty

2. Does exposure to YouTube college vlogs cause significant changes in the career preferences of the 12 STEM-ACAD 1 to 3 students of PHINMA UPang College Urdaneta?

3. Will this type of content help 12 STEM-ACAD sections 1 to 3 students regarding their course and college selection?

4. What factors do students take into account in choosing college courses?

THEORETICAL FRAMEWORK

According to Bandura's Social Learning Theory, people learn, imitate, and adopt observed behaviors from models (Cherry, 2021). It presents three types of learning experiences, namely, instrumental learning experience, associative learning experience, and vicarious learning experience. This study revolved more around vicarious learning through YouTube and aimed to understand its influence on career selection.

Vicarious learning is based on the experience of others. It is a conscious process enabling people to learn from indirect sources such as seeing or hearing about a situation and imagining oneself in it (What Is Vicarious Learning: Examples and Conditioning, 2020). Instead of direct exposure, it relies on the understanding and utilization of knowledge obtained from observing others. It is an effective method for introducing oneself to unfamiliar concepts, trying out new activities, and assisting in decision-making.

The internet has made this type of learning more prevalent since it digitizes human experiences and makes information sharing easier through social media sites. An example is learning through diverse content from online YouTube videos. Through the documentation of experiences, others can obtain a better understanding of how to execute a certain task; the skills needed in them, additional tips, and possible improvements to ensure better results. This is the case in career selection. People can get their inquiries answered and concerns resolved by watching and evaluating the journey of other people who are similar to them or have taken the same path they wish to pursue.

Another related theory is the Social Learning Theory of Career Development which postulates that the origin of career choice is based upon four factors: genetic endowment and special abilities,

environmental conditions and events, task approach skills, and learning experiences. This study is focused more on the fourth factor.

Krumboltz ideologies are also based on Bandura's social learning theory which highlights the ability of a person to learn through observing, processing, and evaluating others' experiences. This theory states that through the relationship and influence of the four influencing factors on each other, people can form generalizations, which can affect and alter their methods, ambition, and actions (Learning Theory of Career Counseling, n.d.).

The researchers have also found additional relevant information which supports the relationship between the theories mentioned and the study.

Among the various studies regarding social media and career selection, Zamroni, Edris, and Mahardika's (2019) studies reveal significant findings highlighting the role of social media in career decision-making. They have proved that the majority of students are evoked by social media activities, which can be a source of positive and negative information that can affect their career selection activities and life development.

Dangoy and Magrigal's (2020) research also found that career decision-making is one of the most challenging phases in a student's life.

As students transition to college, making a well-evaluated decision can significantly affect the impact of their future career life.

CONCEPTUAL FRAMEWORK

Upon reviewing several works of literature and theories, the researchers were able to provide a framework that helped in attaining the desired result. Through the use of the data given by the respondents, the researchers were able to attest to the possibility of accomplishing the project.

Figure 1. Input-Process-Output Model

INPUT	PROCESS	OUTPUT

• The profile of students in terms of:
  • age
  • gender
  • preferred career
  • perceived level of college information awareness
  • perceived level of career certainty
	• Formulation of quantitativeresearch questionnaire
	• Data collection
	• Statistical analysis and interpretation
	• Presentation of results
		• The impacts of Youtube College Vlogs on the career preferences of 12STEMACAD 1 to 3 students
		• Factors that students take into consideration in career selection

The research paradigm illustrates the relationship between the variables in the study. The input contains the students' profiles in different categories. The process contains the flow of the study. Lastly,

the output presents the results expected by the researchers in this study.

HYPOTHESIS

1. YouTube college vlogs do not have an impact on the career preferences of 12 STEM-ACAD 1 to 3 students of PHINMA UPang College Urdaneta.

2. YouTube college vlogs have an impact on the career preferences of 12 STEM-ACAD 1 to 3 students of PHINMA UPang College Urdaneta.

SIGNIFICANCE OF THE STUDY

This study determined the impact of YouTube college vlogs on the career preferences of 12 STEM-ACAD 1 to 3 Students of PHINMA UPang College Urdaneta. Its potential findings give insight into how social media platforms such as YouTube can be helpful in students' career decision-making.

It helps educate and provide information to the following potential beneficiaries:

STUDENTS. This study shall give insights to the students as to how effective social media platforms such as YouTube vlogs are as a source of college information. It will guide them on how to properly navigate social media platforms for gathering reliable information and training their level of information literacy.

PARENTS. This study shall provide information on how their children utilize social media platforms for career decision-making. Thus, encouraging them to help their child come up with the right track.

TEACHERS. This study shall provide knowledge and understanding on the factors or challenges are causing students' confusion, which can guide them in developing better strategies and mechanisms to channel information to students regarding college majors and universities.

FUTURE RESEARCHERS. This study shall serve as a guide in writing research correctly and accurately. In addition, this study can be used to help them come up with new ideas and insights about the topic they have chosen.

SCOPE AND DELIMITATION

This quantitative study focused on the Impact of YouTube college vlogs on the career preferences of 12 STEM-ACAD students of PHINMA UPang College Urdaneta. It was carried out during the first semester, from August to October 2022. The respondents were only 12 STEM-ACAD sections 1 to 3 students and it did not extend to other grade levels. The researchers used online surveys in gathering data necessary for this study from the chosen respondents.

DEFINITION OF TERMS

To ensure a better understanding of this chapter, the researchers have listed and defined important terminologies. The first definitions, listed in bullet a, are the conceptual definitions. The rest of the definitions, listed in bullet b, are operational and based on the use of the words in this study.

1. Career choice

    a. The selection of a vocation, usually on the basis of such factors as parental guidance, vocational guidance, identification with admired figures, trial or part-time jobs, training opportunities, personal interests, and ability tests.

    b. This refers to the preferred path of 12 STEM prior to college.

2. College information

    a. Facts or details about a postsecondary institution of higher learning that provides education and awards degrees or certification.

    b. This term refers to the information that Senior High School students should know before proceeding to higher education.

3.   Decision driver

   a. Decision drivers are a way of streamlining the process while generating consensus around robust decisions and solutions. As the name suggests, they are the principles, criteria, and values that lie behind and above every decision.

   b. This refers to the things that affect the students' decisions about their career path.

4.   Information literacy

   a. The ability to find, evaluate, organize, use, and communicate information in all its various formats, most notably in situations requiring decision-making, problem-solving, or the acquisition of knowledge.

   b. It refers to students' abilities to collect and analyze relevant data.

5.   Introverted

   a. Person who is a little shy and tends to concentrate on their own thoughts and feelings.

   b. Someone who prefers to be in less stimulating environments and is usually fonder of keeping to themself.

6. Media Literacy

   a. Media Literacy is a 21st century approach to education. It provides a framework to access, analyze, evaluate, create and participate with messages in a variety of forms from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.

   b. It refers to a student's ability to access and analyze information on the internet.

7. Pandemic

   a. Pandemics refer to severe outbreaks of diseases in wide geographical areas.

   b. The Covid-19 pandemic that the world is experiencing.

8. Personal marketability

   a. A person's skills and competency in a workspace make him or her indispensable for companies.

   b. The level of skill or importance of a worker.

9. Primary source

   a. An original source about a topic.

   b. First-hand experiences and direct evidence.

10. Review sites

    a. A website on which reviews can be posted about people, businesses, products, or services.

    b. Refers to where a student can find reviews about their preferred school.

11. Search engine

    a. Is a software program that helps people find the information they are looking for online using keywords or phrases.

    b. It refers to the system that the students use to search for information.

12. Secondary source

    a. Works that assess primary sources.

    b. An evaluation of original accounts.

13. Social Network

    a. Website that allows people with similar interests to come together and share information, photos, and videos.

    b. A group of people who are associated with one another through social relationship patterns.

14. Vlog

    a. A vlog is a set of videos that someone regularly posts on the internet in which they record their thoughts or experiences or talk about a subject.

    b. This refers to videos that have the potential to influence students' career choices.

15. YouTube

    a. A free online video-sharing website owned by Google and launched by Steve Chen, Chad Hurley, and Jawed Karim in 2005.

    b. The main social media site that this study focuses on.

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CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

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This chapter presents the related literature and studies gathered by the researchers. This review is divided into four categories, namely, foreign and local literature, and foreign and local studies with sub-categories to make it more comprehensive.

Foreign Literature

Prevalence of Social Media in the 21st Century

In sync with technological modernization is the incorporation and reliance of people on social media sites. Worldwide, 5.03 billion people use the internet, amounting to 63.1% of the entire population. Aside from the stable annual increase rate of four percent, the lockdown brought by the pandemic has also undeniably affected the surge of new active users as it served as one of the primary mediums for communication back when the COVID-19 virus was at its worst and up to now.

As of July 2022, 4.7 billion people, roughly 59 percent of the global population, are active social media users, according to the global social media statistics report of Kepios. Among them are 227 million new users,

which is equivalent to 5.1% annualized growth, with an average rate of at least seven people new users per second.

Furthermore, they have found 17 platforms with active users exceeding 300 million. The top spot on the list belongs to Facebook with 2.936 billion active users, followed by YouTube with 2.7476 billion, and WhatsApp with at least two billion. The next ones follow in the order: Instagram, WeChat, TikTok, Facebook, Messenger, Telegram, Snapchat, Douyin, Kuaishou, Sina Weibo, QQ, Twitter, Pinterest, Reddit, and finally, Quora.

Here are the primary reasons for the use of social media by internet users from 16 to 64 years old according to the report. They are ranked from most common to least common: to keep in touch with friends and family (47.6%), fill spare time (36.3%), read new stories (34.8%), find content (30.9%), see the current issues(29.1%), find inspiration for doing and buying things (27.9%), find products to purchase (26.5%), share and discuss opinions with others (24%), watch live streams (23.7%), make new contacts (23.3%), see new content from favorite brands (23%), work-related research (22.5%), watch sports (22%), find like-minded communities (21.8%), post about life (21.6%), and follow influencers or celebrities (21.3%) (*Global Social Media Statistics*, n.d.).

Social Media as a Tool for Career Guidance

In recent years, social media has gradually gained a firm foothold in the field of career guidance and has become part of daily practice for many career practitioners. However, the profession as a whole remains unsure of how best to implement and apply social media in everyday activities and communications (Kenttunen, 2017).

Utilization of social media in career guidance; to deliver information, to use social media also for one-to-one communication, expand it into an interactive workspace, co-careering where shared expertise and meaningful co-construction of career issues take place among community members.

The skills and competencies in this area are often considered secondary and are therefore poorly developed in training. Hence, there is an urgent need to update both pre-service and in-service training and to support career professionals in their understanding of the various social media tools and the innovative ways in which these tools can be incorporated into existing practices. It is also important that digital competencies that young people need to access, use and benefit from these services are developed (Kenttunen, 2017).

According to Jared Lindzon (2018), the greatest influence on the career ambitions of today's children isn't their teachers, parents, books,

or even self-discovered passions. Perhaps, their ambitions are being primarily shaped by television, movies, and YouTube.

Social media has a great part in influencing graduates' viewpoints and can influence their views and beliefs. More specifically, it can influence their choice of university or course of study. (Morphitou & Demetriou, 2017; Utama & Widyatama, 2020).

Other Influential Factors in Career Decisions

Abe and Chikiko (2020) identified three themes on the influential factors in the career-decision making of students, namely interpersonal, intrapersonal, and outcome expectancy. Under interpersonal influences are family and teacher influences. Sub-themes under intrapersonal influences included: champion mentality, interest in STEM, personality, personal development, self-efficacy, and spirituality. Lastly, under the outcome expectancy which focused on students' perception of career based on their financial, and societal self-satisfaction outcomes are the following sub-themes: financial matters and career opportunities. Among all factors, their family, personality, and expectations were most influential on their career choices.

Local Literature

Breakdown of Social Media Usage in the Philippines

The Philippines is known as the social media Capital of the World. It is due to the fact that social media is widely used in the Philippines. Filipinos utilize a variety of social networking platforms to promote TV shows, collect information, submit job applications, run for office, and unexpectedly, police investigations (Ocampo, 2022).

According to Pulse Asia Research Inc. (2021), the most popular social media platform in the Philippines is Facebook (99%), followed by YouTube (57%), TikTok (17%), Instagram (14%), and Twitter (8%). The nationwide survey reported that 63% of Filipinos are internet users and half of these internet users log on more than once a day. Twenty-two percent of internet users only go online once while 13% of the respondents reported that they visit the social media platform two to six times a week, and 3% of the respondents visit the social media platform once a week. In addition to that, the survey also revealed that 57% of the Philippines internet users have an account on YouTube, 17% had a TikTok account, 14% had an Instagram account, and 8% are registered on Twitter.

The Common Flow of Filipino Career Paths

According to Intad (2021), a career path is a critical part of life, influenced by several factors, such as an individual's milieu's cognitive factors and social structures (Braza & Guillo, 2015). As cited in her work, it is described as one of the most crucial life decisions due to its complexity and long-term consequences, which highlights the need for assistance in exploring alternatives and weighing the consequences of various options (Najar & Yousuf, 2019; Pascual, 2014). This is especially important in the high school years of students, the transition or turning point from school to work since failure to make the right choice may lead to unhappiness and societal disapproval (Amoah et al. 2015; Mtemeri, 2017).

Intad's findings uncovered that parental and community factors affect students' career paths. Likewise, family economic situation, the community, business environment, social and environmental influence, access, and equity are also determinants of one's career choices. Furthermore, a college education is prioritized after senior high school, regardless of economic status. Therefore, engaging in technical-vocational courses, seeking employment, and working while studying were least preferred.

Foreign Studies

Introduction to Career Selection

A person will encounter the most crucial decision they need to make sooner or later, career selection. Given the amount of information they gather in their career, they will be overwhelmed (Gati & Levin, 2014).

Facing the difficulty of selecting a career can happen anytime in life. It is seen among high school students who decide on their future careers by choosing their strand, as well as most college students who might continue to struggle with career selection even after starting an undergraduate program.

Career selection is an aspect of an individual's life that is very important and can contribute positively or negatively to one's future. Japp et al. argue that information dissemination has a role in selecting a career. In other words, a worthwhile decision may be futile without proper information gathered from different angles through various media. According to Papacharissi, social media serve as a medium for information gathering for users seeking information on various careers. Social media is a convenient channel for distributing information to the public. Williams et al. affirm that social media is a great way to gather information and assistance in selecting a career.

Changes and Challenges in Career Planning

COVID-19 has caused significant changes in all areas of life and has affected all age groups (García & Weiss, 2020). Young people currently engaged in career planning and decision-making processes are especially prone to have experienced their life substantially change (Schwartz & Cymrot, 2020). Studies conducted during COVID-19 have shown that young people experience challenges in their career selection. The study included 40,000 young people from more than 150 different countries and revealed that the current schooling system is not preparing young people enough to decide on their careers. Thus, COVID-19 has added to their uncertainty concerning their career opportunities when making their life decision (Georgievska & Uragichi, 2020).

Another study by the International Labour Organization included 112,605 young people from 112 different countries and explored the effect of COVID-19 on young people's education and well-being. The report found that 65% of youth had learned less since the pandemic, 51% believed that their future studies would be delayed, and 9% felt fearful they might fail their education despite training institutions' best efforts to ensure the continuation of education through online classes. Based on these findings, it is evident that COVID-19 hindered the career selection of young people (Gashi & Kadriu, 2020).

Social Media as a Source of Career Information

Sampson, J. P., Osborn, D. S., Kettunen, J., Hou, P., Miller, A. K., & Makela, J. P. (2018), "The Validity of Social media-based Career Information". This study examined potential sources of social media-based career information invalidity and implications for career practice in helping individuals make the best use of social media-based career information. It started with the discussion of career information validity, followed by examining social media-based career information, including social media and social media tools, and accessing social media-based career information with examples of how different clients or students might use various tools in career and occupational exploration. At the end of the study, several potential sources of invalidity are identified, and implications for career practitioners and researchers are presented.

The study of Owen, L., Poynton, T. A., and Moore, R. (2020), entitled "Student preferences for College and Career Information" confirms and challenges prior research investigating sources of and preferences for receiving college and career information and provide insight into where and how high school seniors acquire such information and how helpful it was perceived to be. In this study, the Internet was characterized as the most helpful source of college and career information across all sources, yet was only noted to be a preferred

source of information for one-third of the research sample and the most preferred information source for less than five percent.

YouTube as a Pedagogical Tool

A recent study by Bokoh et al. (2022) also revealed that students use social media sites for information dissemination. It proved that YouTube was the most relevant social media platform to academic libraries and was also the fourth-ranking in propagating information. In addition, social media sites also function as platforms for academic tasks such as the exchange of learning materials, getting information, and providing feedback. They enable students to share mutual interests, activities, and interactions. Through effective utilization, academic institutions use social media sites to disperse information about school-related events.

Buzzetto (2015) claims that YouTube's potential to augment a vast variety of information is yet to be explored. His study revolved around the students' perception of YouTube as a pedagogical tool. Results revealed that YouTube improves instruction, raises more interest, and generates engagement and discourse among students. It is a platform for effective multimedia learning.

A study conducted by Biddinika et al. (2019) showed that learning through video formats increases comprehension, in comparison to just

writing. This is supported by the Journal of Visualized Experiments which believes that traditional picture and print journals are insufficient in transmitting information accurately, especially since modern research is getting more complex as time goes by. Social media sites offering video-sharing function as knowledge vehicles offering free access and content to users.

Significance of YouTube in Career Selection

Fishbein's (2022) study entitled "The Influence of Institutional Social Media and College Students' Choice", stated that specific YouTube content such as videos created by universities and students offer prospective students a glimpse into the authentic college life experience and culture in their preferred universities. It works well in promoting the campus and garnering visibility among interested students.

In this research, "#Accepted: The Role of Social Media in the College Choice Process of Out-of-state Undergraduate Students", social media and campus visits were found to be essential resources of information regarding college choice. Social media users who participated in the study considered online content about campuses such as videos showcasing schools' atmosphere, information about student involvement opportunities, and even athletic teams helpful in increasing their college information awareness and finalizing their choices. Additional findings also suggest other factors which bore an influence on the college

selection of students, which were academic programs, college cost, and location (Jasso, 2017).

Zimmerman's (2020) research, "An Examination of Indicators Regarding Student Choice in Social Media Marketing and Platforms of Higher Education Institutions in Missouri", uncovered a relationship between social media platforms and student choices for college, with 32 % of the respondents claiming that the social media had a positive effect on their university choices.

In contrast to being the most effective post type, the data from this study reveal videos are the most underutilized type of media. The participants overwhelmingly preferred video-type content since they provide engagement and assistance in selecting a university choice based on the projected environment and feel of institutions. However, their quantity on all platforms, except for YouTube, proved to be inadequate or lacking in production.

Among the platforms investigated in this research, YouTube and LinkedIn were the only ones found to be able to provide adequate media to serve as a basis for prospective students. Specifically, YouTube was found to provide the best opportunity to guide students in choosing higher education. Videos highlighting universities can pique the interest of students, and guide them in career or college selection by exposing

them to content that enlightens them about the culture within the campus, making them feel like they belong.

Local Studies

Career Undecidability among Filipino Youth

When grade 11 students are trying to select the right career, they face indecisiveness as a common problem (Manapsal, 2019).

In the study of Manapsal, J. P. (2019), "Factors of Undecidability in Career Choices of Grade 11 General Academic Track Students", seven issues faced by students while selecting a career or course of study are revealed. First, they are still undecided on the career they wish to take. Second, their parents get to decide what they must pursue. Third, is the lack of finances in the household. Fourth, no school offers the necessary course. Fifth, students are having a hard time picturing what they want in life. Sixth, selecting the right career is difficult for students who are not in a good state, and last, being separated from their classmates due to different courses.

These issues, together with the lack of career information and wrong decisions are among the main reasons for job mismatch, underemployment, and unemployment in the country. In addition, unassisted career decision-making can also lead to the same problems and even worsen the undecidability of students.

Furthermore, Fernando et al. (2018) discovered that career uncertainty does not apply to all students. However, external influences such as parent decisions, family traditions, peers, and relative influences are factors that can be blamed by students for having career uncertainty.

Indecisiveness is a challenge that students have while choosing a career. While this problem is being looked at thoughtfully, it is difficult to identify the reasons why students experience indecisiveness. At the same time, the sheer number of students that face this obstacle becomes curiosity. This research was made possible by providing the information and evidence needed by that curiosity that can also benefit students in the future.

It is clear that despite the majority there will always be a minority who struggle from indecisiveness. Developing the mindset and self-efficiency of indecisive students can be made possible with the help of decisive students' using their advantages. Therefore, selecting a career can be altered from complexity and worry to being aware to make students motivated (Fernando et al., 2018).

Factors Considered by Filipino Students in Career Selection

Lupas Jr., and Farin' (2021) study, "Factors Influencing Career Choices Among High School Students in Zambales, Philippines", focused on determining the factors influencing career choices among the chosen

student-respondents. From the outcome of the study, it can be concluded that the students placed higher importance on their personal career interests, but still remained open to the guidance of their families and peers. The school also influenced the students through career guidance programs. In like manner, identifying long and short-term goals in line with their knowledge of the students, talents and interests also proved to be helpful in helping them plan for their lives ahead based on their career preferences. Moreover, this study stressed the significance of acknowledging the complexity of career decision-making and the thorough processes involved in selecting the most suitable paths for students.

The study of Pascual (2014) investigated the factors influencing career preferences of fourth-year high school students at the University of Rizal System's Laboratory School in Morong Rizal. Based on the preferred courses of students, work availability is the crucial criterion for choosing courses. This is evident in Filipino families according to past research, since popular and conventional courses, often belonging to the scientific field, such as engineering, accountancy, and medicine-related courses are often prioritized. Meanwhile, the least-marketed courses like agriculture and technical ones are not.

Student Reliance and Use of Social Media

Duque et. al concluded in their 2017 study that renowned social media networking sites such as Facebook, Instagram, Twitter, and YouTube serve as a medium for social interaction, communication, and entertainment. When properly managed, these sites can help adolescents enhance their technical skills and social connections.

The study of Superio et al. (2021), aimed to assess the degrees of awareness, precaution, and fear of COVID-19 among college students in Iloilo, Philippines, as well as the consequences of their information-seeking activity. Their findings revealed that the Internet was substantially related to a high degree of expertise as a preferred source of information. Students seek knowledge from a variety of sources and forms, including the Internet, social networking sites, print sources, mass media, professionals, family and friends, libraries, and others.

Impact of Social Media on the Course Selection of Students

Based on the study of Capit et al. (2022) "The Influence of Digital Media in the Course Selection of Grade 12 Students", the results of the survey and data collection findings concluded that the use of digital media indeed influenced the student's course selection.

The three statements of the problems were answered namely, the study described the different variables that affect the participants, such

as the time they spent on digital media, the various platforms that they use, the influence of digital media on their decision-making, the impact of digital media on their views and beliefs to their chosen course, and to describe the effect of digital media in the course selection of Grade 12 students. According to the results, the grade 12 students of Angeles City Science High School spend most of their time using digital media. Three-point thirty-two percent of the respondents spend four hours to six hours browsing and reading information on digital media every day. It is also indicated that 37% of the total respondents say 40% - 60% are influenced by digital and social media content. Additionally, almost all the respondents agreed that they were influenced by the digital content and experiences posted by professionals in their chosen profession, which affect their beliefs and principles in choosing their courses. Overall, this study shows that digital media impacted grade 12 students' course decisions.

CHAPTER III

Research Methodology

This chapter presents the research design, environment, respondents, instrument, procedure, and statistical tools used in conducting the study. All the formulas, tables for interpretation and software used were also included.

Research Design

The researchers have decided to utilize descriptive research design, specifically survey research design. It is practical for decision-making, analyzing non-quantified topics and issues, gaining a deeper understanding of people's perspectives, and less time-consuming than quantitative experiments. Furthermore, it is appropriate for determining, describing, and generating more comprehensive findings since it confers an opportunity to integrate qualitative and quantitative data collection methods. In this study, the researchers gathered information using quantitative instruments to determine the impact of YouTube college vlogs on the career preferences of 12 STEM-ACAD 1 to 3 students of PHINMA UPang College Urdaneta.

Research Environment

This research study was supposed to be conducted at PHINMA UPang College Urdaneta during the first semester of the academic year

2022 to 2023. The PHINMA UPang College Urdaneta also known as PUCU, is a private and non-sectarian University located at 0587 Mc Arthur Highway, Nancayasan, Urdaneta City Pangasinan, Philippines. It was chosen by the researchers since it is the school of the target respondents, which would make data gathering easier and quicker. However, due to health protocols, the surveys were distributed online.

Research Respondents

The respondents of the study are composed of students from 12 STEM-ACAD 1 to 3 of PHINMA UPang College Urdaneta. Aside from being relevant to the study, they were selected as respondents for they were the most capable of answering the instrument and providing necessary data to the researchers.

The number of respondents was determined through Slovin's Formula. After determining the sample size, random sampling was executed with the help of an online random number generator.

Formula:

$$n = \frac{N}{1 + Ne^2}$$

Where:

n = sample size

N = population

e = margin of error

Research Instrument

This study utilized online research questionnaires with three parts. The first part measured the demographic and career profile of the students. The second part measured their social media usage, specifically their frequency and purpose of using social media. The third part measured the relationship between YouTube and career selection. It consisted of questions revolving around the reliance of students on YouTube for career concerns and how it might impact their career choices.

Research Procedure

Gathering of Data

The title of this study is "A Quantitative Study on the Impacts of YouTube College Vlogs on the Career Preferences of 12 STEM-ACAD Students of PHINMA UPang College Urdaneta". It was presented by the Grade 12 STEM-ACAD 1 Group 1 researchers with the guidance and assistance of their APP 006: Practical Research 2 adviser, Mr. Vince Aranda Libatique.

The researchers have decided to formulate a survey questionnaire/checklist to aid in gathering the necessary data for this research study. The survey consisted of demographic questions and five-point Likert-scale questions to identify the individual social media use of students; their reliance on YouTube for career concerns, and the factors they consider in finalizing their college choices. Before implementing the survey, the researchers first sent a letter requesting approval for the floating of questionnaires from the principal and respondents. Once approved, google form links for the questionnaire were sent to randomly-selected participants among the 12 STEM-ACAD students in sections 1 to 3. Afterward, the data gathered was analyzed and interpreted using appropriate test statistics.

Treatment of the Data

To be able to come up with a definite conclusion regarding this study, the researchers used the following statistical tools:

1. Frequency distribution and percentage were used to (1) determine the following profile variables namely, a) grade and section b) age, c) sex, d) preferred career, e) perceived level of college information awareness, and f) perceived level of career choice certainty.

Formula:

$$P = \frac{f}{N} \times 100$$

Where:

    P = Percentage

    100 = constant value

    N = No. of students

    F= Frequency

2. The average weighted mean was utilized to equalize the responses and reflect the relevance of each observation more accurately. Formula:

$$WM = \frac{F5 + F4 + F3 + F2 + F1}{N}$$

Where:

    WM = Weighted Mean

    F5 = number of respondents who answered "Strongly Agree"

    F4 = number of respondents who answered "Agree"

    F3 = number of respondents who answered "Neutral"

F2 = number of respondents who answered "Disagree"

F1= number of respondents who answered "Strongly Disagree"

Table 1. Average Weighted Mean Scale

SCALE	DESCRIPTIVE EQUIVALENT
4.20-5.00	Strongly Agree
3.40-4.10	Agree
2.60-3.39	Neutral
1.80-2.59	Disagree
1.00-1.79	Strongly Disagree

3. Spearman Correlation was used to determine if YouTube college vlogs have an impact on the career preferences of the 12 STEM-ACAD 1 to 3 students of PHINMA UPang College Urdaneta. The resulting correlation coefficient was compared to the critical value of spearman rank at 0.05 level of significance to determine whether the null hypothesis should be rejected or accepted. For two-tailed cases, it will be rejected if $|\rho| > \rho_c$.

Formula:

$$\rho = 1 - \frac{6 \sum d_i^2}{n(n^2-1)}$$

Where:

ρ = Spearman's rank correlation coefficient

d_i = difference between the two ranks of each observation

n = number of observations

Table 2. Spearman Correlation Coefficient Scale

SCALE (positive or negative)	DESCRIPTIVE EQUIVALENT
0.80-1.0	very strong
0.60-0.79	strong
0.40-0.59	moderate
0.20-0.39	weak
00-0.19	very weak

CHAPTER IV

PRESENTATION, ANALYSIS OF DATA, AND

INTERPRETATION OF FINDINGS

This chapter contains a detailed presentation of the results, analysis, and interpretation of the gathered data from the survey questionnaires. It consists of the frequency distribution, graphical representation of the responses, average weighted means, and the overall computed correlation.

Profile of the Respondents

This part presents the profile of the 50 respondents from 12 STEM-ACAD 1 to 3 in terms of grade and section, age, and sex. For the statistical treatment of the collected data, the frequency count and percentage distribution were used.

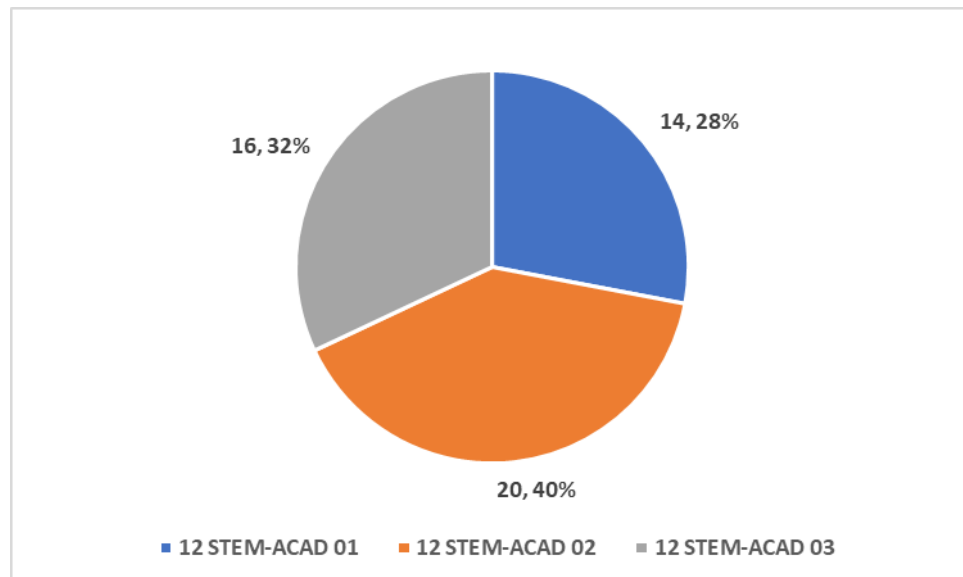*Figure 2. Profile of the Respondents in terms of Grade and Section*

Figure 2 presents the frequency distributions of the respondents based on their grades and sections for the school year 2022-2023. It shows that 20 (40%) of the respondents are from 12 STEM-ACAD 2, followed by 16 (32%) from 12 STEM-ACAD 3, and 14 (28%) from 12 STEM-ACAD 1.

Figure 3. Profile of the Respondents in terms of Age
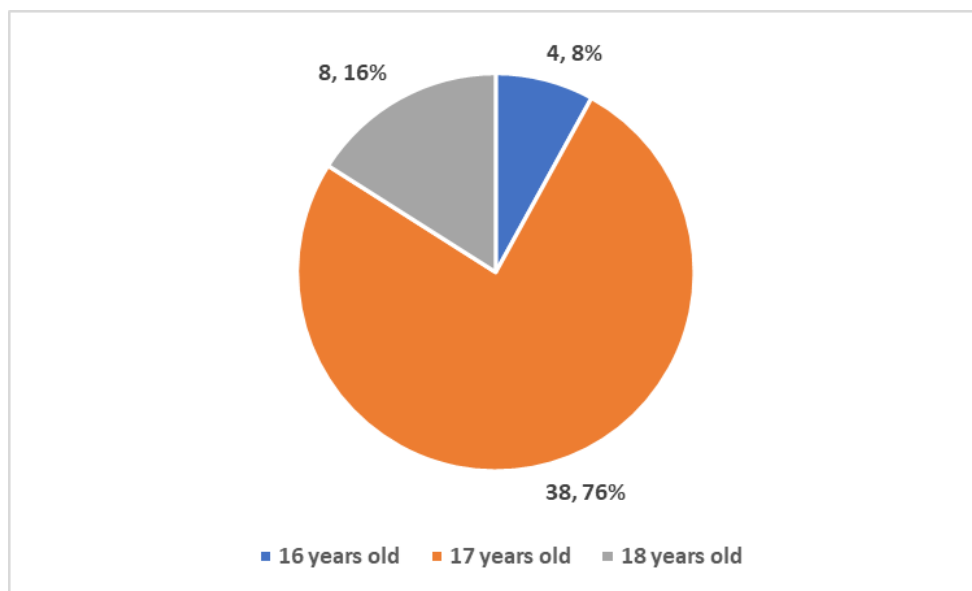
Figure 3 shows that four (8%) of the respondents are 16 years old, 38 (76%) are 17, and eight (16%) are 18 years of age. Most of the grade 12 students enrolled in the three sections are 17 years old.
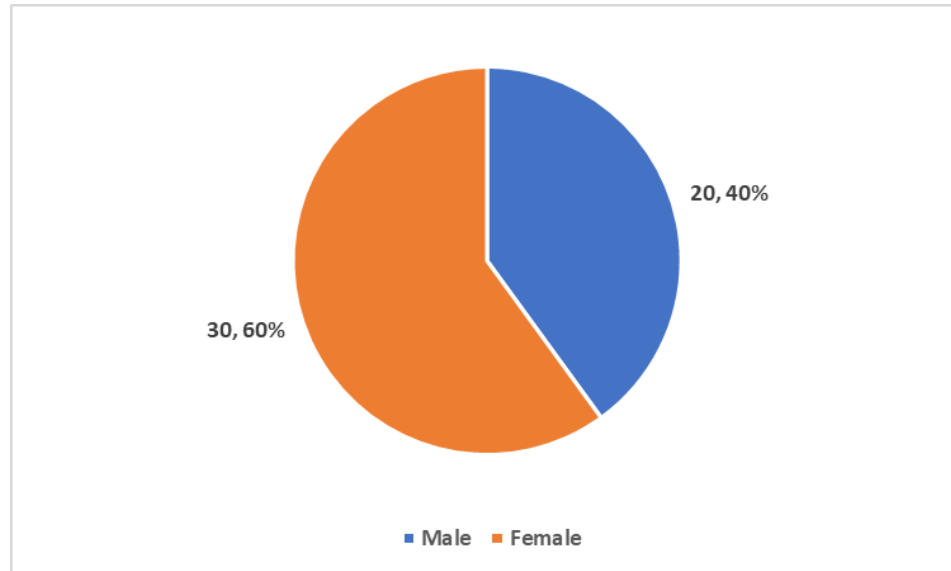
Figure 4. Profile of Students in terms of Sex

Figure 4 depicts the frequency distribution of the male and female respondents of the research. It shows that 20 (40%) of the respondents are male, while 30 (60%) of the respondents are female.

Personal Career Information of 12 STEM-ACAD 1 to 3 Students

This part presents the frequency and categories of the responses in the first section of the questionnaire as well as their average weighted mean.

Figure 5. The Main Career Choices of 12 STEM-ACAD 1 to 3 Students
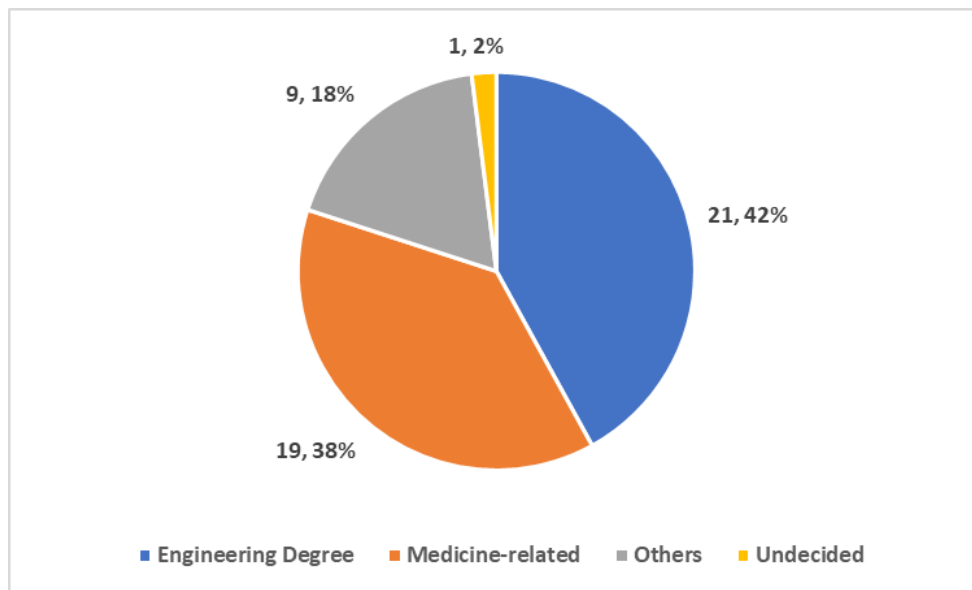
Among the 50 respondents from 12 STEM-ACAD 1 to 3, two primary career themes were observed. Twenty-one students chose Engineering degrees as their main career choice (42%), and 19 answered medicine-related careers (38%). Under the others category were nine students (18%), four chose Architecture, while the rest chose to be a pilot, lawyer, seaman, model, and agriculturist. One out of the 50

students also responded with an undecided course choice, amounting to 2% of the responses.

Figure 6. Factors Considered by Students when Selecting their Careers
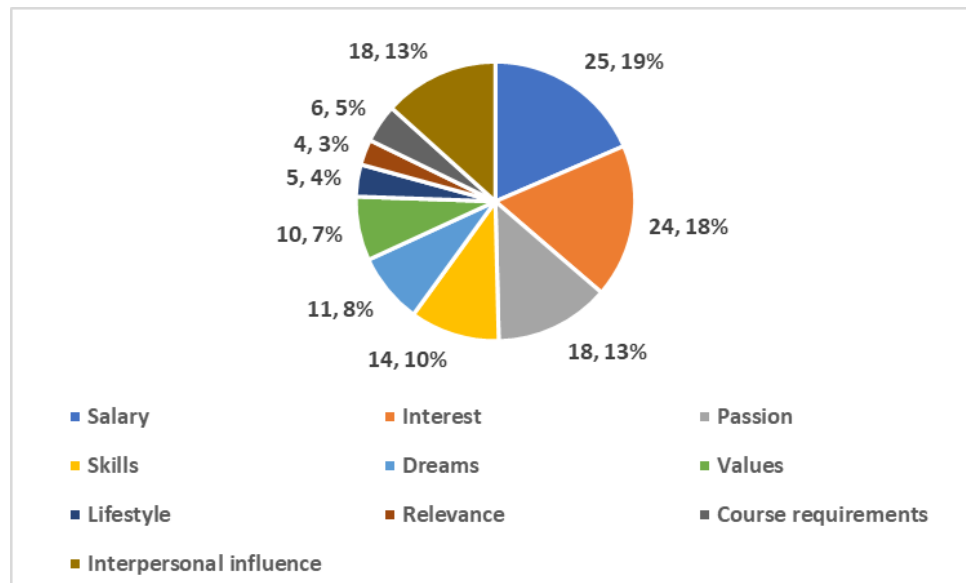
The investigation on the factors that students consider when selecting career choices resulted to 11 themes: salary (19%), interest (18%), passion (13%), interpersonal influences (13%), skills (10%), dreams (8%), values (7%), course requirements (5%), lifestyle (4%), and relevance (3%).

Figure 7. Perceived Level of College Information Awareness of the Students
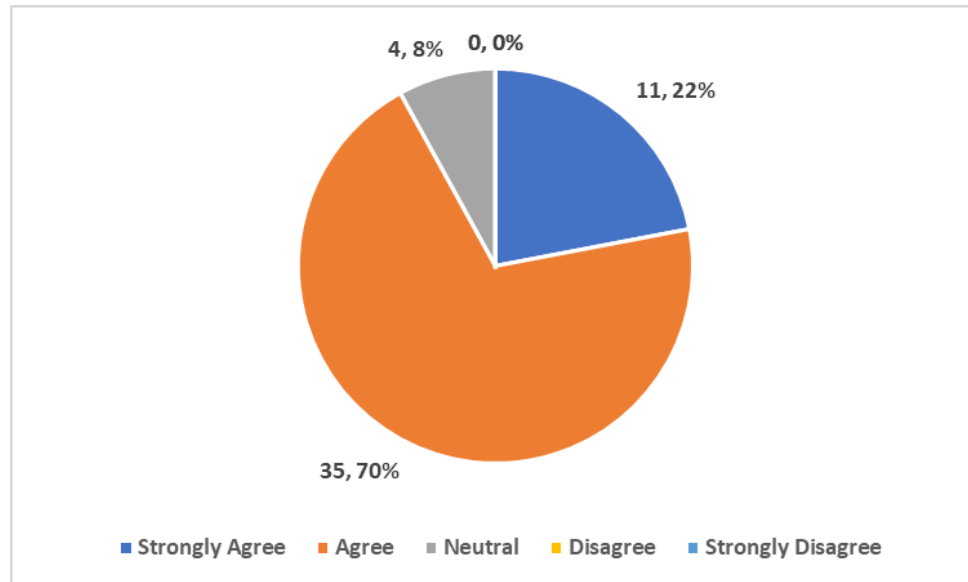
According to the survey results, 11 students (22%) strongly agree, 35 (70%) agree, and four (8%) are neutral about being well-informed regarding college and career-related topics. No student answered disagree or strongly disagree, which indicates that the students have quite high levels of perceived college information awareness.

Figure 8. Perceived Level of Career Certainty of the Students
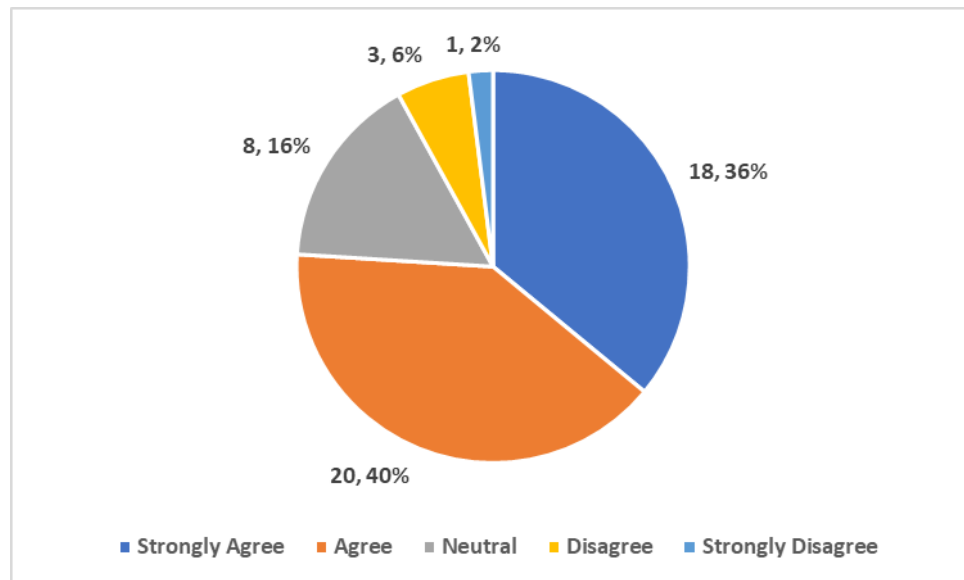
As shown in the result, 20 (40%) of the students agree that they are set on their current main career choice, 18 (36%) strongly agree, eight (16%) are neutral, three (6%) disagree while one (2%) strongly disagree.

Table 3. Personal Career Information

Indicators	Average Weighted Mean	Descriptive Equivalent
I am well-informed about college and career-related topics.	4.21	Strongly Agree

I am set on my current main career choice.	4.02	Agree
Overall	4.16	Agree

As shown in table 3, 12 STEM-ACAD 1 to 3 students of PHINMA UPang College Urdaneta strongly agree with the first indicator: I am well-informed about college and career-related topics (4.21). They also agree with the second indicator: I am set on my current main career choice (4.02). The overall average weighted mean computed for the students' personal career information is 4.16, which is equivalent to agree.

Social Media Usage of 12 STEM-ACAD 1 to 3 Students

This part presents the frequency, categories, and average weighted mean of the responses in the second section of the questionnaire.

Figure 9. Main Social Media Site Used by the Students for Career-related Concerns
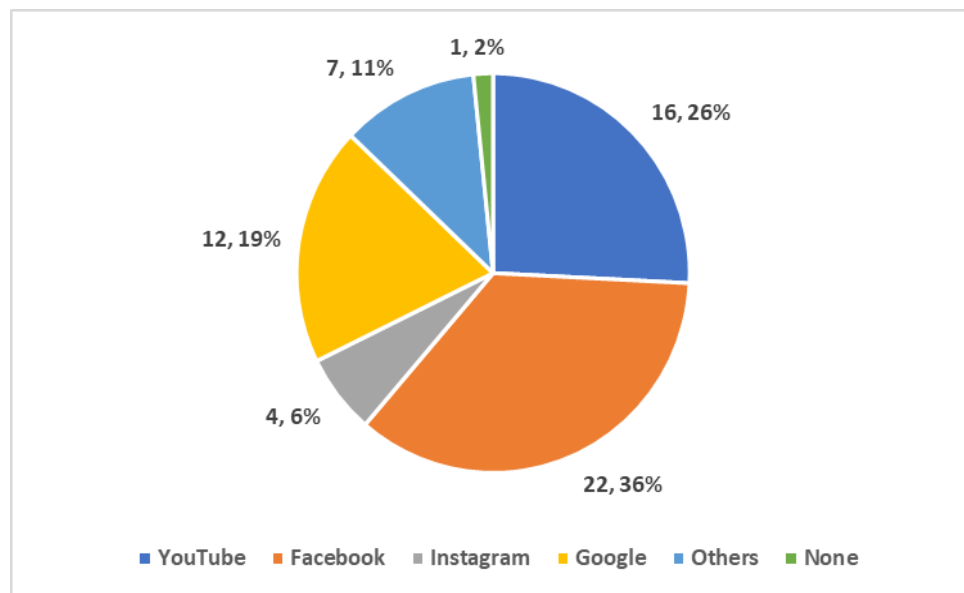
Based on the results, the majority of the students use Facebook for career-related inquiries. This is followed by YouTube at 26%, Google at 19%, and other social media sites such as TikTok, Twitter, LinkedIn, Internet vlogs, and Netflix at 11%; one indicated no use of social media, which is equivalent to 2%.

Table 4. Social Media Usage

Indicators	Average Weighted Mean	Descriptive Equivalent
I use social media every day.	4.45	Strongly Agree
I use social media for career-related research.	4.04	Agree
I use social media to communicate with my classmates regarding college or career-related topics.	4.41	Strongly Agree
Overall	4.3	Agree

It is revealed in table 4 that 12 STEM-ACAD 1 to 3 students of PHINMA UPang College Urdaneta strongly agree with the given indicators: I use social media every day (4.45), and I use social media to communicate with my classmates regarding college or career-related topics (4.41). In addition, they also agree with the remaining indicator: I use social media for career-related research (4.04). The whole social

media usage section yielded an overall average weighted mean of 4.3 which meant that most of the students agreed with its contents.

YouTube and Career Selection of 12 STEM-ACAD 1 to 3 Students

This part presents the frequency, categories, and average weighted mean of the responses in the third section of the questionnaire.

Table 5. YouTube and Career Selection

Indicators	Average Weighted Mean	Descriptive Equivalent
I use YouTube for seeking information about college and career selection.	3.93	Agree
I often watch College Vlogs on YouTube.	3.26	Neutral
YouTube has helped me narrow down what course I should take.	3.25	Neutral
YouTubers provide realistic and reliable information about college processes.	3.72	Agree

My tentative career choice underwent changes after exposure to YouTube college Vlogs.	2.87	Neutral
I would recommend YouTube to my classmates as a source of college information and a guide for career selection.	3.63	Agree
Overall	3.44	Agree

It is revealed in table 5 that the 12 STEM-ACAD 1 to 3 students of PHINMA UPang College Urdaneta agree with the given indicators: I use YouTube for seeking information about college and career selection (3.93), YouTubers provide realistic and reliable information about college processes (3.72), and I would recommend YouTube to my classmates as a source of college information and a guide for career selection (3.63). They answered neutral on the given indicators: I often watch College Vlogs on YouTube (3.26), YouTube has helped me narrow down what course I should take (3.25), and my tentative career choice underwent changes after exposure to YouTube college vlogs (2.87). Overall, the YouTube and career selection section have an average weighted mean of

3.44 meaning that the average of all the answers agrees with the indicators under this section. Many of the students use YouTube for career-related research and consider YouTubers as reliable sources of college information; they also agreed on recommending YouTube to their peers. However, they remained neutral about frequently watching college vlogs and YouTube's assistance in narrowing down and changing their preferred career choices.

Spearman Correlation

This part shows the result of the Spearman correlation computed through IBM SPSS.

Correlations

			CareerMean	YoutubeMean
Spearman's rho	CareerMean	Correlation Coefficient	1.000	.015
		Sig. (2-tailed)	.	.835
		N	201	201
	YoutubeMean	Correlation Coefficient	.015	1.000
		Sig. (2-tailed)	.835	.
		N	201	201

The computed correlation coefficient is 0.015, which indicates that YouTube college vlogs and the career preferences of students have a very weak relationship. This also means that both variables have negligible impact or effect on each other, so watching college vlogs do not bear much influence on changing the career choices of 12 STEM-ACAD 1 to 3 students. Moreover, the critical value for spearman rank correlation at

the significance level of 0.05, when n = 50 is 0.279. Since the absolute value of the computed correlation coefficient is less than the computed critical value, we accept the null hypothesis.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the study, findings, conclusions from the findings, and recommendations. The conclusions were organized according to the specific sub-problems indicated in the first chapter.

Summary

This research targeted to identify the impacts of social media such as YouTube college vlogs on the career preferences of 12 STEM-ACAD 1 to 3 students of PHINMA UPang College Urdaneta using an effective survey questionnaire as the instrument in a descriptive research design. The researchers proposed a null hypothesis and an alternative hypothesis. To analyze the gathered data, they used frequency count, average weighted mean, and Spearman correlation. The study's respondents were a total of 50 random students from 12 STEM-ACAD 1 to 3.

The researchers aimed to obtain the following data. First, the student's profile in terms of their grade and section, age, sex, grade and section, preferred career, perceived level of college information awareness, and perceived level of career choice certainty. Second, the impact of YouTube college vlogs on the career preferences of students.

Third, the advantages of watching YouTube college vlogs for student career selection. Lastly, the factors students take into account in choosing college courses.

The researchers distributed their survey questionnaires electronically through Google forms to ensure the safety of the respondents, and they used random sampling for diversity.

The Spearman correlation result shows that YouTube college vlogs and career preferences have a very weak or negligible correlation. This supports the null hypothesis, which indicates that YouTube college vlogs do not have an impact on the career preference of 12 STEM-ACAD 1 to 3 students. With a total computed correlation of 0.015, we accept the null hypothesis.

Salient Findings

The findings of the study were summarized as follows:

1. The overall computed mean of the first part "PERSONAL CAREER INFORMATION" of the survey questionnaire is 4.16 with a descriptive equivalence of Agree. This indicates that the respondents agree that they are well-informed regarding college and career-related topics. They also agree that they are set on their current career main choice. Therefore, the students have a positive

assessment of themselves in terms of their knowledge of college processes and certainties in their tentative career choices.

2. The overall computed mean of the second part "SOCIAL MEDIA USAGE" in the survey questionnaire is 4.3 with a descriptive equivalence of Agree. This means that the respondents agree with the whole social media usage section and its contents. This implies that social media has a huge impact on respondents' everyday use and research for career-related topics. It also shows that social media is actively utilized by students both as a communication and research tool.

3. The overall computed mean of the last part "YOUTUBE AND CAREER SELECTION" in the survey questionnaire is 3.44 with a descriptive equivalence of Agree. Therefore, the respondents agree that YouTube is a huge help for seeking information about college and career selection since it provides realistic and reliable information about college processes.

Conclusions

1. According to the survey results:

    a. Majority of the respondents were 17 years of age.

    b. More than half of the respondents are females.

c. Most of the respondents are from 12 STEM-ACAD 2, followed by 12 STEM-ACAD 3, and then 12 STEM-ACAD 1.

d. Two main themes emerged from the preferred career of the respondents: engineering-related and medicine-related.

e. According to the average weighted mean of college information awareness, students strongly agree that they are well-informed about college and career-related topics.

f. The computed average weighted mean for college certainty showed that students agree with being set on their current tentative career choices.

2. Since the computed correlation coefficient ($\rho = 015$) is less than the critical value ($\rho_c = 0.279$), there is sufficient evidence to conclude that YouTube college vlogs have no impact on the career preferences of 12 STEM-ACAD 1 to 3 students.

3. The overall average weighted mean of each indicator under the YouTube and Career Selection section reveals that YouTube is perceived by some as being helpful regarding the course and college section.

4. The factors that the students take into account in choosing college courses are salary, interest, passion, interpersonal influences, skills, dreams, values, course requirements, lifestyle, and relevance.

Recommendations

Based on the findings and conclusions presented in the study, the following recommendations are offered.

1. Conduct additional surveys with a bigger sample size for a more accurate and comprehensive population representation than the current situation was able to achieve.

2. Since this study focuses on YouTube as a factor affecting college preferences and a source of career-related information for students, it is recommended for future researchers to use or explore other social media platforms that people mostly use for gathering reliable information and also aim to assess how they may affect the different aspects of the students' lives.

3. Further studies should be conducted to determine whether the various social media platforms truly impact one's professional choice.

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PHINMA University of Pangasinan College Urdaneta

McArthur Highway, Urdaneta City, Pangasinan

Senior High School

S.Y. 2022-2023

To be announced

Marjorie Nova M. Pal

Principal, Senior High School Department

PHINMA University of Pangasinan College Urdaneta

Greetings!

In partial fulfillment of our requirements for our subject Practical Research II (APP 006), we, the students of 12 STEM-ACAD 01 would like to request permission to conduct a research study entitled **"A Quantitative Study on the Impacts of YouTube College Vlogs on the Career Preference of 12 STEM-ACAD Students of PHINMA UPang College Urdaneta".**

In this regard, we would like to ask your good office to allow us to conduct the survey questionnaire for the Grade 12 STEM-ACAD 01-06

students. Rest assured that the data we will gather will remain confidential and only for academic purposes. Thank you and God bless.

Sincerely,

The Researchers

Cuaresma, Jana Lira Marie B.   Gonzalo, Elaine I.

Dela Cruz, Armhil A.   Patacsil, Harold Martin

Espiritu, Briar Rose T.   Soriano, Cziane Aiva M.

Gong, Bobby A.

Noted by:

VINCE A. LIBATIQUE

Research Adviser

 Approved by:

MARJORIE NOVA M. PAL

Principal, Senior High School

PHINMA University of Pangasinan College Urdaneta

McArthur Highway, Urdaneta City, Pangasinan

Senior High School

S.Y. 2022-2023

Dear respondents,

Greetings!

We would like to request your participation in answering the survey questionnaire for our research entitled "**A Quantitative Study on the Impacts of YouTube College Vlogs on the Career Preference of 12 STEM-ACAD Students of PHINMA UPang College Urdaneta**".This is for our fulfillment of requirements in the subject APP 006 Practical Research II. Rest assured that all information you will provide will remain confidential.

Your participation will be greatly appreciated. Thank you.

Sincerely,

The Researchers:

Cuaresma, Jana Lira Marie B.

Dela Cruz, Armhil A.

Espiritu, Briar Rose T.

Gong, Bobby A.

Gonzalo, Elaine I.

Patacsil, Harold Martin

Soriano, Cziane Aiva M.

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Research Adviser

Approved by:

MARJORIE NOVA M. PAL

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McArthur Highway, Urdaneta City, Pangasinan

A QUANTITATIVE STUDY ON THE IMPACTS OF YOUTUBE COLLEGE

VLOGS ON THE CAREER PREFERENCES OF 12STEM-ACAD

STUDENTS

(SURVEY QUESTIONNAIRE)

Name (optional): _____   Grade and Section: _____

Sex: Female ☐ Male ☐   Age: _____

Directions: Please answer the following items honestly and indicate how much you **agree** or **disagree** with the Likert Scale questions by putting a checkmark on the spaces provided. Your answers will be kept strictly **confidential**. Thank you for your cooperation!

Scale:

5 Strongly agree – *(Indicates that the characteristic is always manifested)*

4 Agree – *(Indicates that the characteristic is often manifested)*

3 Neutral – *(Indicates that the characteristic is sometimes manifested)*

2 Disagree – *(Indicates that the characteristic is seldom manifested)*

1 Strongly Disagree – *(Indicates that the characteristic is never manifested)*

Part I. Personal Career Information

1 What is your preferred career? Write your main choice.

2 What factors did you consider in choosing your main career choice? Write at least three.

	Likert Scale Questions	5	4	3	2	1
3	I am well-informed about college and career-related topics.					
4	I am set on my current main career choice.					

Part II. Social media Usage

1 What social media site do
you primarily use for
career-related concerns?
Write your main choice.

	Likert Scale Questions	5	4	3	2	1
2	I use social media every day.					
3	I use social media for career-related research.					
4	I use social media to communicate with my classmates regarding college or career-related topics.					

Part III. YouTube and Career Selection

	Likert Scale Questions	5	4	3	2	1
1	I use YouTube for seeking information about college and career selection.					
2	I often watch College Vlogs on YouTube.					
3	YouTube has helped me narrow down what course I should take.					
4	YouTubers provide realistic and reliable information about college processes.					
5	My tentative career choice underwent changes after exposure to YouTube college Vlogs.					
6	I would recommend YouTube to my classmates as a source of college information and a guide for career selection.					

Responses cannot be edited

12STEM-ACAD 1 GROUP 1 QUESTIONNAIRE

Dear respondents,

Greetings!

We would like to request for your participation by answering the survey questionnaire for our research entitled *"A Quantitative Study on the Impacts of YouTube College Vlogs on the Career Preference of 12 STEMACAD Students of PHINMA UPang College Urdaneta"*. Rest assured that all information you will provide will remain confidential.

Your participation will be greatly appreciated.

Sincerely,
The Researchers

* Required

GRADE & SECTION *

[12 STEM-ACAD 01 ▼]

PHINMA Ed email *

mipa.alarcon.up@phinmaed.com

FULL NAME (LAST NAME, FIRST NAME, MI)

ALARCON MICHELLE FAITH P.

AGE *

17

SEX *

○ MALE
◉ FEMALE

Directions:
Please answer the following items honestly and indicate how much you **agree** or **disagree** with the *Likert Scale* questions using the guide below.

Your answers will be kept strictly **confidential**.

Thank you for your cooperation!

Scale:
5 Strongly agree – *(Indicates that the characteristic is always manifested)*

4 Agree – *(Indicates that the characteristic is often manifested)*

3 Neutral – *(Indicates that the characteristic is sometimes manifested)*

2 Disagree – *(Indicates that the characteristic is seldom manifested)*

1 Strongly Disagree – *(Indicates that the characteristic is never manifested)*

Part II. Social media Usage

1) What social media site do you primarily use for career related concerns? *
Write your main choice.

Youtube &Google

2) I use social media every day. *
Rate how much you agree or disagree with the statement using the scale above.

◉ Strongly agree
○ Agree
○ Neutral
○ Disagree
○ Strongly disagree

3) I use social media for career-related research. *
Rate how much you agree or disagree with the statement using the scale above.

○ Strongly Agree
◉ Agree
○ Neutral
○ Disagree
○ Strongly Disagree

4) I use social media to communicate with my classmates regarding college or career-related topics. *
Rate how much you agree or disagree with the statement using the scale above.

◉ Strongly agree
○ Agree
○ Neutral
○ Disagree
○ Strongly Disagree

1) What is your preferred career? *
Write your main choice.

Civil Engineer

2) What factors did you consider in choosing your main career choice? *
Write at least three.

Passion
Interest
Talent

3) I am well-informed about college and career-related topics. *
Rate how much you agree or disagree with the statement using the scale above.

○ Strongly Agree
◉ Agree
○ Neutral
○ Disagree
○ Strongly Disagree

4) I am set on my current main career choice. *
Rate how much you agree or disagree with the statement using the scale above.

○ Strongly Agree
◉ Agree
○ Neutral
○ Disagree
○ Strongly Disagree

Part III. YouTube and Career Selection

1) I use YouTube for seeking information about college and career selection. *
Rate how much you agree or disagree with the statement using the scale above.

◉ Strongly Agree
○ Agree
○ Neutral
○ Disagree
○ Strongly Disagree

2) I often watch College Vlogs on YouTube. *
Rate how much you agree or disagree with the statement using the scale above.

○ Strongly Agree
◉ Agree
○ Neutral
○ Disagree
○ Strongly Disagree

3) YouTube has helped me narrow down what course I should take. *
Rate how much you agree or disagree with the statement using the scale above.

◉ Strongly Agree
○ Agree
○ Neutral
○ Disagree
○ Strongly Disagree

4) YouTubers provide realistic and reliable information about college processes. *
Rate how much you agree or disagree with the statement using the scale above.

◉ Strongly Agree
○ Agree
○ Neutral
○ Disagree
○ Strongly Disagree

5) My tentative career choice underwent changes after exposure to YouTube college Vlogs. *
Rate how much you agree or disagree with the statement using the scale above.

○ Strongly Agree
◉ Agree
○ Neutral
○ Disagree
○ Strongly Disagree

6) I would recommend YouTube to my classmates as a source of college information and a guide for career selection. *
Rate how much you agree or disagree with the statement using the scale above.

◉ Strongly Agree
○ Agree
○ Neutral
○ Disagree
○ Strongly Disagree

Curriculum Vitae

A. Personal Information

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Junior High School: JUAN G. MACARAEG NATIONAL HIGH SCHOOL

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Curriculum Vitae

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Junior High School: LABIT NATIONAL HIGHSCHOOL

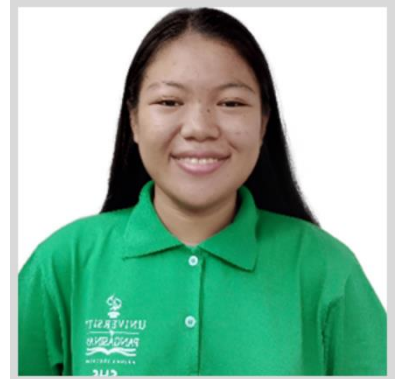**Elementary:** LABIT EAST ELEMENTARY SCHOOL

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Junior High School: FAMILY CHILD DEVELOPMENT SCHOOL

Elementary: CABILAOAN ELEMENTARY SCHOOL
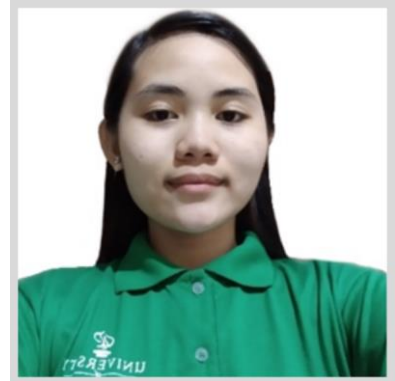
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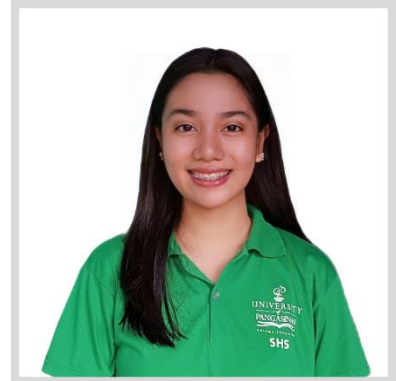
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Elementary: BAUTISTA CENTRAL SCHOOL SPED CENTER