

Career Plans of Mentally Superior Filipino Adults

Frances Olivia M. Magtoto

The study on which this article is based described the career plans of 34 pairs of mentally superior young adults (MSYA) living in the National Capital Region (NCR) of the Philippines. These career plans were identified and categorized from different theoretical models including Sternberg's Balance Theory of Wisdom and Super's Life-Span model. The MSYA career plans adequately covered the aspects of study, work and personal finances, home and family, community service and thanksgiving, health and leisure activities, and plans for settling down. The sample was not found to be representative of the typical Filipino family as majority were from the upper class. Methods used were interviews, surveys, rating scales, and nonparametric statistical treatment. It was found that wise career plans are an intricate interplay of self-concept development, well-established home-school partnerships, and support from an identified group of people coined to be the MSYA Village.

Introduction

The nature of nurture in the development of adequate, balanced, and wise career plans is an interplay of self-concept development; an enriching and supportive community of family, friends, peers, and mentors; and well-established home-school partnerships. High IQ is important, but not sufficient to fulfilling talent (Subotnik, 2015, p. 43); hence, in the search of ways to maximize the potential of children identified to be mentally superior, research involving eminent people has aimed to illuminate variables of nurturance received. This article aims to shed light on the distinct narratives of nativist and environmentalist (Winkler & Jolly, 2012, p. 148) that are present in the Philippines, specifically those who from Filipino urban upper and middle-class families. It does not engage in the nature-nurture debate as it explores the interplay of both to positively affect career plans.

Review of Literature

Nature of Nurture

The identification of provisions essential for the development of the gifted and talented is of most interest to the Filipino family. This is consistent with what Gallagher (2015) observed in upper-middle-class Caucasian and Asian families that place a high premium on education and make resources available to stimulate the child's ability. It has been established in research that in such families, the prevalence of giftedness goes up (Gallagher, 2015). Culturally, one's lineage is often times credited for one's achievements. It starts with the recognition of a child's innate abilities and moves toward academic excellence and later placement in the family's preferred career paths. In situations wherein one related to them does something exceptionally well, it is common to hear elders saying, "*Kanino pa ba iyan magmamama? Eh, 'di sa akin!*" [Translation: "Who else would s/he have taken after? Who else but me?"]. The root word of the Filipino word '*magmamama*' is '*mana*', which means 'inheritance'. It can easily be surmised from these statements where the Filipino deigns the source of eminence. The nativist theme was so prevalent in the 90s that a particular milk product featured gifted children to subliminally

send the message that the viewer's children can be like them by drinking it. This era saw the transition into practices reflective of the environmentalist narrative.

Magtoto (2017) found that the backgrounds and characteristics of the Filipino MSYAs in the upper class were very similar to those identified in the studies of their North American counterparts. Using Maslow's Need Hierarchy Theory, nurturance was categorized as deficiency motivations in connection with what their socio-economic status accords them and growth motivations which are aimed to achieving self-actualization. The latter group considered school selection and school-related expenses, opportunities to interact with family elders and extended family, and enriching experiences provided. The literature reviewed regarding the nature of nurture pointed towards developmental provisions with the following themes: financial resources, psychosocial support, and cultural enrichment. Financial resources included funds for education, physical well-being, and daily upkeep. Psychosocial support noted the individual's personal network of family, peers and friends, and involvement in mentoring and guidance programs. Cultural enrichment pertained to enriching experiences, religious and spiritual practices, and activities linked to one's heritage. Parents and teachers can turn around these beliefs and boost psychosocial supports by providing explicit rewards for effort and persistence, dissociating ability from effortlessness (Subotnik, 2015, p. 47).

VanTassel-Baska (2015, pp. 18-20) summarized James Gallagher's work into six tenets. These include the premise that giftedness is both environmental and genetic as seen in studies of prodigies and twins, that theories of giftedness can best be understood in the context of special education, and that gifted program interventions need to be sufficient to demonstrate the advance level of skills and concepts of which the gifted are capable. Gallagher's work indicated how environmental opportunities affect basic development on key areas during early childhood.

Value-laden Intelligence Theories

Both Renzulli and Sternberg have developed

models that incorporate values of happiness and wisdom. Renzulli's (2002) Operation Houndstooth wherein the 'houndstooth' pattern that forms the background of his Three-Ring Model of Giftedness indicated the nurturance received from an individual's environment. Wisdom, a satisfying lifestyle and the pursuit of happiness are results of cultivating values such as optimism, courage, romance with a topic or discipline, sensitivity of human concern, physical/mental energy, and a vision/sense of destiny. Within the context of Sternberg's successful intelligence, which is defined in terms of the ability to achieve success in life in terms of one's personal standards, within one's socio-cultural context; thus, intelligence is largely with respect to one's own goals rather than some set of standardized, prefabricated goals in which "one size fits all" (Sternberg, 2003, p. 55). He proposed a balance theory of wisdom wherein wisdom was defined as:

the application of tacit knowledge as meditated by values toward the goal of achieving a common good through a balance of multiple interests – (a) intrapersonal, (b) interpersonal, and (c) extrapersonal – in order to achieve a balance among responses to environment contexts – (a) adaptation to existing environmental contexts, (b) shaping of existing environmental contexts, and (c) selection of new environmental contexts, over the (a) short- and (b) long terms. (p. 66)

In this theory, a common good refers to what is good for all, not just for those with whom one identifies, such as family, friends, or members of one's preferred group. The attainment of a common good involves a balance among three kinds of interests: one's own, other people's and something more than personal, such as institutional interests; therefore implying that wise people do not just look out for themselves (Sternberg, 2003, p. 7). The want to achieve for the common good is the ultimate attainment of someone who is wise. It maybe what is implied in the proverb, "to whom much is given, much is expected" – often mentioned in the context of giftedness.

Intelligence and Career Theories

Of the developmental theories, it is Donald Super's (1972 in Zunker, 1998, pp. 31-40) life-span,

life-space approach to careers that works well with Sternberg's balance theory of wisdom. Donald Super's life-span theory revolved around life roles and life stages. He considered five main life roles that each of us plays within our life-span. These are studying, working, community service, home and family, and leisure activities. These stages reflect the type of career issues faced at different points in their lives.

The modern conception of intelligence has evolved into one that accommodates a myriad of traits and abilities that are yet to be measured through standardized tests.

Two psychologists, Raymond Cattell and John Horn define two types of intelligence with a multitude of abilities under each type developed. This formalized into the Cattell-Horn theory of fluid and crystallized intelligence (Gf-Gc Theory) wherein: Fluid abilities (Gf) drive the individual's ability to think and act quickly, solve novel problems, and encode short-term memories, and is grounded in physiological efficiency." And "crystallized abilities (Gc), stem from learning and acculturation, and is reflected in tests of knowledge, general information, use of language (vocabulary) and a wide variety of acquired skills. (Horn & Cattell, 1967 in Plucker, 2007).

It has been said that "our ultimate goal in understanding and increasing our intelligence should be the full realization in our lives of the intellectual potential we all have" (Sternberg, 1996, p. 269). The mentally superior are often perceived to be driven and promising while in the school system; and calls to nurture this national resource are often made. Ask the man on the street what 'Career Plans' are, and more often than not, his answer would be associated with job selection and satisfaction, career orientation and development. Silverman (1993) however points out that a new definition of career planning in the context of globalization constitutes more than career path determination and development.

Planning one's career is a valuable practice as it provides a path to live life to the fullest. However, fullness of life includes more than a career. It incorporates goals that focus on self-development, building relationships and giving back to society. With advancement into a broader perspective of

intelligence, and a deeper meaning to life, Sternberg (2003) proposes wisdom as another form of intelligence. He differentiates wisdom from other intelligences such as emotional and social intelligence; offering that though emotional intelligence involves understanding, judging and regulating emotions, and social intelligence applies to understanding and getting along with others, to any ends, for any purposes (p. 159), wisdom encompasses both.

Career planning is misconstrued as limited because it is often associated only with job selection and satisfaction. However, we are moving away from a work-defined society and toward a globally defined perspective (Silverman, 1993, p. 234) a more complete conceptualization of such is necessary. In the interest of broadening the concept of planning for career and life development, the study incorporates Sternberg's idea of balancing intrapersonal, interpersonal and extrapersonal interests towards a common good. In the context of career plans, intrapersonal interests include goals set for one's self such as self-development through formal and informal education, career paths, marriage and children, and travel and recreation. Interpersonal interests cover commitments made to significant others – such as funding the studies of siblings, building a house for their parents, and securing the future of their families. Extrapersonal interests may pertain to efforts of social responsibility such as membership and participation in organizations, and community service.

Implications of Cattell and Horn's fluid and crystallized intelligence to career planning. Fluid intelligence, which is not taught, often carries a gifted student through the early part of his or her life. Characterized by a quick perceptiveness and intuitive ability used to process information and solve problems, career planning may seem easier to them than to most people. Crystallized intelligence uses information from the environment to solve problems and understand phenomena; it is most often related to wisdom.

Given these descriptions, the practice of taking into account the interest of others is the most equitable process of solving real-life problems. What nurturance the gifted receives growing up and how they are taught to balance interest for a common

good are predicted to have an effect on the quality of their career plans.

Materials and Methods

This research investigated and described the career plans of mentally superior young adults. Interview questions were included in the questionnaires to give participants an idea of the type of information the research explores. By allowing the participants to think about their answers beforehand, the follow-up interviews were in-depth and built on what was said. A selected number of pre-qualified participants were interviewed for this project. On occasions when participants' schedules did not permit face-to-face interviews, alternative modes such as phone interviews and online chat sessions were used. A focus group discussion with four mother-participants was conducted as well.

Research Questions

The inquiry sought to answer questions regarding the: (1) career plans of the MSYA, and (2) significant differences, if any, between the MSYA-rated career plans and variables of age, gender, work experience, and highest educational attainment of their respective biological mothers. The following null hypothesis was considered:

H01: there are no significant differences in MSYA career plans in terms of age, gender, work experience and highest educational attainment of their mothers

Research Project Participants

At various stages of the project, three different groups of mentally superior young adults paired with their respective biological mothers were involved. In the initial stage, in-depth interviews were conducted with five MSYA-mother pairs (N1 = 5; M1 = 5); when the questionnaires were developed three MSYA-mother pairs tested them out (N2 = 3; M2 = 3); and the final stage included 34 MSYA-mother pairs (N3 = 34; M3 = 34).

The MSYA selection criteria included a superior rating on a standardized intelligence test, aged 20 to 29, single, availability of their respective biological mothers, and their willingness to participate. All

MSYA were never married, were without children. The selection of the mothers was dependent on the MSYA qualifications. Their ages ranged from 38 to 66.

Research Measures

Participation of the MSYA and their mothers was voluntary; thus, a number of those nominated declined due to death of biological mother, being abroad, undecided future plans, their or their mother’s work schedule, and the non-return of questionnaires even after follow-up requests were made. The inquiry, therefore, is based solely on the input of qualified participants who were willing and able to share their experiences. Limiting the MSYA to those who were single allowed the research to be more forward-looking rather than reflective of what they planned and had already achieved. Data received from participants who were discovered to fall short of any criterion were excluded.

Data Analysis

The MORES Socio-Economic Classification of Households (Virola, Addawe & Querubin, 2007) was used to determine the participants’ socioeconomic status (SES). Each indicator could be rated from 1 to 5, 1 being the lowest and 5 being the

highest. When tallied, a corresponding SES descriptor was given: A (35 points and above), AB (30-35 points); C1 or Upper C (25-29 points); C2 or Broad C (20-24 points); D (15-19 points); and E (7-14 points). A comparison of SES was done by looking at the families’ SES when the MSYA was born and at the time of the interviews.

Thematic analysis was applied to the literature reviewed and initial interviews in the creation of rating scales, these were either confirmed or refuted by quantitative data in the second phase. Non-parametric techniques such as the Spearman’s rank-order correlation, Wilcoxon-Mann-Whitney test, and Kruskal-Wallis one-way analysis of variance by ranks were used in the quantitative portions of the research.

Results and Discussion

Career Plans of Mentally Superior Young Adults

Super (1972 in Zunker, 1998) identified five major life roles as study, leisure, community service, work, and home and family. As a result of the initial interviews with MSYA, aspects of health, thanksgiving, personal finances, plans for settling down were added. It was found that Super’s description of ‘home and family’ had to be limited to

Table 1.
Career Plans within Themes

STUDY CP ₃ : To prioritize studies over all other activities CP ₁₁ : To further learning through training and schooling	COMMUNITY SERVICE & THANKSGIVING CP ₄ : To participate in organizations’ activities and projects CP ₁₇ : To make a positive difference in my community (i.e., volunteering) CP ₁₈ : To share time, treasure and talent in chosen causes CP ₁₉ : To devote time for personal Thanksgiving (i.e., Holy Mass, prayer)
WORK & PERSONAL FINANCES CP ₁ : To secure basic needs (i.e., clothing, food and shelter) CP ₈ : To purchase own vehicle CP ₉ : To purchase own residence CP ₁₀ : To secure long-term financial security	HEALTH & LEISURE ACTIVITIES CP ₂ : To address personal needs (i.e., time for self & chosen activities) CP ₆ : To spend time with friends in leisure and recreational activities CP ₇ : To stay physically fit
HOME & FAMILY CP ₁₂ : To share in household chores and family errands CP ₁₃ : To financially contribute to household expenses CP ₁₄ : To take care of family members’ needs (such as paying for sibling’s schooling, giving medical and health benefits)	PLANS FOR SETTLING DOWN CP ₅ : To date and find life partner CP ₁₅ : To save up for marriage and to start own family

the MSYA's plans for his parental and extended family as the Filipino's definition of family is more than the nuclear family. As a result, the identification of 19 career plans within six categories: study, health & leisure, community service & thanksgiving, work and personal finances, plans for settling down, home and family (parental and extended) were ranked terms of importance and satisfaction by the 34 MSYA.

The identified career plans of Filipino MSYA slightly differed from Super's categories with the addition of plans allotted to that of their parents and siblings. The MSYA rated the following career plans from most important to least important: (1) study; (2) health and leisure activities; (3) work and personal finances; (4) preparation for settling down and having a family of their own; (5) community service and thanksgiving; and (6) helping out in the parental home and family. While the rating for the most satisfying to least satisfying goals met were: (1) study; (2) community service and thanksgiving; (3) health and leisure activities; (4) home and family; and tied in last place – work and personal finances, and preparation for settling down.

Study. The MSYA emphasized their interest in learning in different forms. Those who were in the undergraduate level agreed that it was their number one priority to finish their courses, whereas those who had already graduated with a college degree were either pursuing higher studies, or were furthering their skills through training, and short courses. The value of formal education was emphasized by the desire to complete their graduate studies and/or specializations. They echo their respective mothers' high regard for both formal education and learning: Schools were chosen based on their standards, quality of education, and the reputation of their alumni; enrolment in enrichment programs in particular interest areas; and the expressed desire to advance their knowledge and skills in their work and hobbies.

Health and leisure activities. The area of health and leisure activities was ranked second highest because of the need of the MSYA to de-stress, share common activities with friends and colleagues, pursue certain interest and hobbies, and reward themselves. In this category, practices to ensure personal health were scored the lowest.

Although all of them were engaged in a sport in either high school or college, only one reported to still be active as a varsity player. Given the workload and tight deadlines that most of them face, the assumption that the MSYAs' lifestyle can compromise their future health condition. Usual factors that may contribute to a weaker constitution when they are older are missing or rushing through their meals; living on fast food diets; depending on caffeine, energy drinks and nicotine to keep them awake; foregoing physical exercise due to fatigue; and enduring sleepless nights.

Community service and thanksgiving. These activities were major concerns as these are backed by the concepts of giving back to society at large, and affecting the world positively. Having altruism as one of the top three priorities supports the assumption that the MSYA share a moral sensitivity that the gifted are described to share. In addition to the literature, MSYA mentioned the desire to thank, worship and glorify their Creator through their sharing of talent, treasure and time in groups of which they were members.

Work and personal finances. Work was seen as a means for growth and the attainment of both present and future stability. The 20 MSYA who were employed functioned adequately at their work, which was opposite Nauta and Corten's (2006) findings. In fact, a number of them showed competence as business owners or consultants (3); specialists (3); executives, managers and team leaders (5); instructors and teachers (8); and management trainee (1). Of the MSYA, 24 had job experience hence it bears to mention that the four people who are not employed were: on a Japanese Masters-Doctorate scholarship (1); in Law School (2); and applying for a scholarship abroad (1). All of the MSYA expressed their interest to secure their own cars, houses, and start saving up for their future. Of the 34, three have expressed that they are in control of their own finances and have reversed roles with their parents as they cover all household expenses and family trips.

Plans of settling down. This area was ranked the second lowest. A possible explanation for the first is that the MSYAs' plans for marriage were marked at the age of 29.62 – the males' projected marrying age average being 31.27 while for the

females it was 28.66. It is interesting to note that no matter their age, marriage was tagged an average of five years in the future (i.e., if the MSYA was 23, she would say 28). Of the 34, two females (MSYA 22 and 33) explicitly stated that they had no plans of marrying and having their own family; and one male (MSYA 12) said that he was open to marriage but did not peg marriage as a concrete plan. When asked about children, majority (30 or 88.24%) expected to have their first child a year or two after the wedding. There were two MSYA who did not follow this trend: MSYA 21, who targeted marriage at the age of 27 to 28 and planned to have her first child around 33 to 35 after her medical training; and MSYA 29 expressed her desire to have biological children at the age of 35, with marriage as an option.

Of the 34, ten were in relationships serious enough to consider starting a family with their respective partners, who they have been with for an average of two years. The majority did not have specific people in mind when asked of marriage. MSYA 1 in particular mentioned that he would seriously consider marriage only at the age of 30, so he was free to date people he found interesting until then.

Home and family. Although ranked lowest, the reasons for not sharing in the financial responsibility and upkeep of their parental home and nuclear family were more hinged on the capacity of their parents to run their own households with minimal to no assistance from them. The majority of the MSYA (28) have parents who enjoy comfortable lives without need for their children to share in the household expenses, only six mothers have established that their children bear the responsibility of financially supporting them – two partially helping out because of the typhoon Ondoy, which wiped out their parents' resources. For the students and non-working MSYA (23), it is the parents who cover their expenses as none of this group reported part-time work or another source of income. Since most of them had helpers in their parental homes, the need to do chores and errands was reported to be minimal and temporary. Only MSYA 26 reported that she was made to do all the household chores by her father and brother when her mother was travelling.

Areas of dissatisfaction were noted in eight items, most within the context of long-term personal stability. Within the context of Super's theory of occupational choices, the stages that the 20-29 year olds are focused on are exploratory and establishment. Therefore, dissatisfaction is indicated look into long-term stability (e.g., financial and material stability, and physical health), and future plans (i.e., marriage, having their own families, raising and providing for future children; and community service-related goals). The MSYA plans seem to be wise as per Sternberg's Balance of Wisdom Theory as they take into consideration a common good. Planning out one's career and all that it encompasses then should not take place in a vacuum, wherein only the self is considered. It becomes more realistic to consider the plans of those with whom you intend to share a life, and wise to include the community at large.

Significant Differences in MSYA Career Plans

Age, gender, work experience, and mother's highest educational attainment were indicated as variables.

A. Age differences in career plans

The MSYA were divided into two age groups: 20 to 24 and 25 to 29. Found were significant differences amongst the career plan importance and satisfaction ratings given by the two groups.

The differences in how the MSYA rated the career plans based on age could be explained by Super's vocational development tasks. For the few who fall in the period of specification (ages 18-21), a period of moving from tentative vocational preferences towards a specific vocational preference; it may seem that they have an idea of the direction they are to go, however, are still focused on completing their educational degrees. The second half of the 20 to 24 age group are in implementation (ages 21-24), a period of completing training for vocational preference and entering employment.

B. Gender differences in career plans

There was a significant difference among the career plan importance and satisfaction of the two groups based on their gender (12 male, 22 female). Since all z scores are less than 1.960, the null

Table 1.
MSYA Career Plans Importance based on Age Group ($m=27, n=7$)

MSYA Participant	CP _{Scores} Ages 20 to 24	Rank	MSYA Participant	CP _{Scores} Ages 25 to 29	Rank
1	134	27	2	141	32.5
3	102	3	4	111	8
5	113	6	6	125	16
7	112	7	10	118	18.5
8	128	20.5	12	141	28
9	119	12	29	131	25
11	122	14.5	33	144	31
13	124	24		$W_y =$	159
14	129	20.5			
15	160	34			
16	125	17			
17	112	11			
18	143	30	Reject Ho if	$z \leq \rho; \rho = 1.960$	
19	121	13		$z_+ = -1.533$	$z_- = -1.576$
20	127	18.5			
21	105	1.5	$z < \rho$, thus, there is a significant difference between the MSYA career plans based on age.		
22	107	4			
23	132	26			
24	116	9.5			
25	108	5			
26	101	1.5			
27	122	14.5			
28	129	22.5			
30	116	9.5			
31	129	22.5			
32	139	32.5			
34	142	29			
	$W_x =$	436			

hypotheses was rejected.

Both genders showed high interest in securing their needs and wants but the males looked into personal finances and work to achieve this whereas the females utilized work and study. Leisure activities were not only prioritized because of their need to unwind and pursue various interests. It was mentioned that these activities allowed them to build contacts that helped them fulfil their jobs and personal goals. Health had a higher priority for the females than the males, especially when it came to reproductive health.

In terms of marriage and children, the males described a focus on study and skill enrichment

and a modicum of career development and success – before considering marriage and children; whereas the females looked at marriage and children as a stage inserted in between starting their career and gaining the envisioned success they target. The biological implications of having children were taken into consideration, as females saw the ideal childbearing age range as late 20s to early 30s. Of the 22 females MSYA, one indicated her want for biological children with marriage as an option, and another stated no intentions of marrying or having children due to her family history.

Table 2.
MSYA Career Plans Importance based on Gender (m=12, n=22)

MSYA Participant	CP _{Score} Males	Rank	MSYA Participant	CP _{Score} Females	Rank
1	134	27	13	124	24
2	141	32.5	14	129	20.5
3	102	3	15	160	34
4	111	8	16	125	17
5	113	6	17	112	11
6	125	16	18	143	30
7	112	7	19	121	13
8	128	20.5	20	127	18.5
9	119	12	21	105	1.5
10	118	18.5	22	107	4
11	122	14.5	23	132	26
12	141	28	24	116	9.5
	W _x =	193	25	108	5
			26	101	1.5
			27	122	14.5
Reject Ho if	z ≤ ρ; ρ = 1.960		28	129	22.5
	z ₊ = -0.595	z = -0.631	29	131	25
			30	116	9.5
z < ρ, thus, there is a significant difference between the MSYA career plans based on gender.			31	129	22.5
			32	139	32.5
			33	144	31
			34	142	29
				W _y =	402

C. No significant difference based on work experiences

There was no significant difference based on this variable seen in the study though. Of the 34 MSYA, 23 had work experience while 11 were still in school and had no work experience. They ranked the career plan categories as presented in Table 3. In terms of Super’s theory of occupational choice in the context of five life stages based around physical growth and change, the MSYA did fall into the exploratory and establishment stages.

The exploratory stage, which covers ages 15 to 24, is characterized by a tentative phase where choices are narrowed but are not finalized. The 11 who did not have work experience fell into this age group, as they were still in college enrolled in degrees that would allow them careers in fields that they are inclined to pursue. As students, they would mention possible career tracks but none were definite about which specific jobs they would

be taking on upon graduation. Those with work experience fall into Super’s establishment stage (ages 25 to 44) are characterized by trial and stabilization through work experiences. Only one of those with work experience (MSYA 29) mentioned that he was looking for another job, and it did not have to be in line with the degree he holds.

Both groups find that there is much to be worked on, and communicated much emphasis on building their reputation in their chosen field. In relation to establishing themselves, the focus on job-related activities is seen in the top three career plans in terms of satisfaction – work, further training and/or studies, and leisure activities. Studies and leisure activities are used as extensions to further their influence, standing and efficiency at their workplace.

Table 3.
MSYA Career Plans Importance based on Work Experience ($m=23, n=11$)

MSYA Participant	CP _{Score} with Work Experience	Rank	MSYA Participant	CP _{Score} without Work Experience	Rank
1	134	27	11	122	14.5
2	141	32.5	14	129	20.5
3	102	3	16	125	17
4	111	8	19	121	13
5	113	6	20	127	18.5
6	125	16	21	105	1.5
7	112	7	22	107	4
8	128	20.5	23	132	26
9	119	12	25	108	5
10	118	18.5	26	101	1.5
12	141	28	27	122	14.5
13	124	24		W _y =	136
15	160	34			
17	112	11			
18	143	30			
24	116	9.5	Reject Ho if	$z \leq \rho; \rho = 1.960$	
28	129	22.5		$z_+ = 2.098$	$z_- = 2.06$
29	131	25			
30	116	9.5	$z > \rho$, thus, there is no significant difference between the MSYA career plans based on work experience.		
31	129	22.5			
32	139	32.5			
33	144	31			
34	142	29			
	W _x =	459			

Significant differences based on mother's highest educational attainment

The 34 MSYA participants' scores were grouped into four based on their respective mother's most advanced academic degree – those with mothers who had doctorates and medical degrees (8), those with mothers who had master's degrees (6), those with mothers who had college degrees (18), and those with mothers who had high school degrees (2).

Using Friedman two-way analysis of variance by ranks, it was found that there were significant differences in the rating of career plans when the scores were divided according to this variable (Table 4). For those whose mothers had doctorate or medical degrees, the MSYA that fell in this group valued community service the most; followed by preparing for their plans to start their own families;

work was the third priority; furthering their skills through formal training and leisure activities were tied in 4th place; securing personal finances was in 5th place; helping out in the parental home, 6th; then thanksgiving and health in 7th and 8th places, respectively. From the follow-up interviews, the researcher found the mothers who fell in this group to be confident in their own ability to provide for themselves and their children. Their lifestyles were not extravagant, but they had the ability and resources to allow their children to explore the nearby museums, have a budget for books and gadgets, and travel in and out of the country – with them and independently. The MSYA participants who fell in this category were as concerned with 'just surviving', four of the seven mentioned wanting more time to explore personal interests and projects but were too caught up with the responsibilities of

Table 4.

Career Plans and Mother's Highest Educational Attainment (m=8, n=6, o=18, p=2)

ITEMS	CP _{PhD/MD}		CP _{MA/MBA}		CP _{College}		CP _{UG}		R _j	R _j ²
Study	78.125	6	70.83	6	64.72	4	77.50	5	21	441
Work and Personal Finances	59.375	3	69.58	4	61.25	2	71.25	2	11	121
Altruism	74.0625	5	65.42	2	65.83	5	76.25	4	16	256
Home and Family Health and Leisure Activities	45.83	1	64.44	1	61.17	1	71.67	3	6	36
Plans for Settling Down	67.08	4	66.11	3	72.04	6	78.33	6	19	361
$\Sigma R_j^2 =$	57.50	2	70	5	62.30	3	61.67	1	11	121
										1336

Reject the Ho if Fr > 11.07. Fr = 95.43, therefore, Ho is rejected. There is a significant difference among the ranking of career plan importance according to mother's highest educational attainment.

their job description – not that they were complaining.

All mothers indicated that their formal education and training influenced the way they reared their children. Those who invested in their own career and advancement outside of the family had the ability and resources to provide enrichment programs; and a budget for books, internet connection and gadgets, and travel within and out of the Philippines – be it with the children or independently. The MSYAs' parents made an effort to provide as much of their children's needs and wants as their time, budget and existing opportunities allowed.

Conclusion

In general, the backgrounds and characteristics of the Philippine MSYAs and their families were very similar to those identified in the studies of their North American counterparts. However, some traits may be more characteristically Filipino among the MYSAs-participants and their families: the "nativist" view of talent some of them held, and the importance given to the cultural imperatives such as appropriate use of respect language, and interaction with the extended family.

Psychosocial support was found to play significant roles in career planning. This speaks volumes of the concerted and combined effort needed in the holistic development of individuals, especially in the MSYA. Implications on career orientation

involving teachers in special programs, community mentors, extended family and peers. The nature of nurture in the development of adequate, balanced, and wise career plans is, therefore, an interplay of self-concept development; an enriching and supportive community of family, friends, peers, and mentors; and well-established home-school partnerships.

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