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A Correlational Study of Scientific Interest, Career Aspiration and Learning Styles in Relation to Academic Achievement among Secondary School Students

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Abstract: *The current research looks into how scientific interest, career aspiration, learning styles, and academic success are related with students in secondary school. Cognitive abilities are not the only variables that impact academic achievement but also affective and motivational variables like interest of the students in science, clarity of career goals and preferred learning styles. The study will employ the correlational research design to examine the interactions between these variables and their overall contribution to the academic performance of students. Stratified random sampling was used in achieving a sample of secondary school students. Scientific interest, career aspiration, and learning styles were measured using standardized tools, and the academic achievement was measured using the past examination scores of students. Data analysis was done using statistical methods which included the Pearson correlation coefficient and descriptive statistics. The results show that there is a significant positive correlation between scientific interest and academic achievement, career aspiration and academic achievement. It was also discovered that learning styles had a moderate relationship with achievement, implying that an instructional fit with the preferences of learners can promote student academic achievement. The authors of the research point to the significance of the promotion of scientific curiosity, career planning with the goal, and adaptive instruction at the secondary level. The findings make good implications to the educators, programmers of the curriculum, and policymakers that seek to enhance the academic performance of students by using holistic educational interventions..*

Keywords: Scientific Interest, Career Aspiration, Learning Styles, Academic Achievement, Secondary School Students, Correlational Study