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Factors Affecting Career Preferences of the Grade 12 Senior High School Students of Dapa National High School

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Abstract

Aim: This study aimed to determine the factors affecting the career preferences of the Grade 12 Senior High Students of Dapa National High School.

Methodology: This study used descriptive survey research design. An adopted researchers - modified questionnaire was used to gather data from the 350 SHS student of Dapa National High School. After the data were gathered, they were treated using the frequency mean and percentage for the profile, weighted mean and standard deviation for predictors of career preferences and analysis of variance (ANOVA) for the significant relationship between the variables when grouped according to their profile.

Results: It was found out that majority of the Grade 12 students are aged 16-18 years old. Majority of the respondents are dominated by females. Majority parents of the respondents have a family income of PHP 21,000–PHP 30,000. Mostly, families are daily wagers which depend on their work or nature of work. Parents are majority high school graduates. Less are professional and have a decent work. All of the students have satisfactorily passed the academic performance. Grade 12 students agreed and have an extent effects of personal interest, family choice, friend's choice and university location to their career choice. There is a significant relationship between the Sex and Friend's Choice, Highest Educational Attainment of the parents and University Location and General Point Average (GPA) and Friend's Choice.

Conclusion: The overall satisfactory academic performance of Grade 12 students indicates that the educational system is effectively preparing students academically. However, it is important to complement this with comprehensive career counseling to ensure students make informed choices beyond academics. Recognizing the influence of personal interest, family choice, friend's choice, and university location on career decisions, educational institutions and career counselors can tailor their guidance services to address these factors. The identified relationships between variables, such as the relationship between gender and friend's choice of career, emphasize the need for personalized career counseling. It is essential to consider each student's unique circumstances and aspirations when guiding them toward suitable career paths.

Keywords: career preference, predictors, family choice, friend's choice, personal choice

INTRODUCTION

Choosing a career path is a significant challenge for students throughout their academic journey. It involves various interconnected factors that influence decision-making. Factors such as current circumstances, talents, skills, and academic achievements have been found to impact students' career choices (Nyamwange, 2019). Especially during the ongoing pandemic, students face additional considerations that can lead to uncertainty and indecision. Making a poor career choice can result in disappointment and dissatisfaction. Several studies have shown that a student's home, school, and social environment, as well as financial factors, play a role in their career decisions, as they may need to support their families (Kazi & Akhlaq, 2019).

Existing studies have explored the influence of academic achievement, personal circumstances, and interests on career decisions (Quinter et al., 2021), there is a gap in understanding how students' perceptions of the



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world and their future impact their career choices and the importance of considering various aspects like personal, social, economic, political, spiritual, and environmental factors (Koni, Zainal, & Ibrahim, 2022). Furthermore, the intention behind enrolling in a university and the significance of aligning skills and knowledge with societal welfare have not been thoroughly explored (Pafill & Mylonakis, 2021). There is a need to investigate the factors that shape students' decisions regarding college course selection and provide guidance for educational institutions in assisting students in choosing suitable vocations.

According to a consensus, "out of respect and loyalty, it may not be appropriate to express personal desires; instead, one may alter one's interests to maintain harmony." Filipino children want to do well for the family's sake, follow their parents' advice when picking a career or college major, and finally, make sacrifices for the family (Finlayson, 2019). Parents are said to typically support jobs that don't require a lot of financial investment but are nonetheless reliable sources of income out of a practical concern. Among Filipino families, nursing, accountancy, and engineering careers are extremely popular. Following their parents' counsel helps students manage. Once finishing their studies, they will be expected to provide for their family financially, which is another obstacle they must overcome. Research from different Asian nations have shown the influence of parents on their children's decision-making when it comes to their choice of courses. The family's financial situation is discussed in these publications as a factor in deciding what college courses students should enroll in (Saysay, 2021). While children are young, their personalities are greatly influenced by their parents. They can affect students' objectives for school, job ethics and values, and motivation because they are their main source of support (Alphones, 2019). Parents' educational backgrounds have an impact on their secondary children's professional choices, according to Udoh and Sanni (2022). Alphones (2019), on the other hand, noted that children whose parents grumble about the struggle to sustain the family with their salary are more likely to choose a career sector that could lead to a job with greater pay.

Hewitt (2020) asserts that interest has supplanted other factors as the primary predictor of career decisions. Interest inventories have been created to help people discover their interests and connect them to careers and occupations, according to Sears and Gordon (2020). Researchers have created measures that compare an individual's interests to those of those who are confident of what they want to do by gauging the interests of successful and satisfied people in a particular occupation. These occupational scales are thought to have a good track record of predicting career and job satisfaction. The ideals that are ingrained in students' lives are the following element of the elements that influence their profession decision. The career process is the process of deciding on a profession that a person wishes to pursue and working to get qualified for it (Kaskey, 2021). A person's strengths and weaknesses are the most crucial considerations in their decision. People will decide on their preferences when picking a job route after taking into account the impact of their physical and mental capabilities, academic aptitude, and financial circumstances (Baglama & Uzunboylu, 2020). Altering one's career after graduating from college is difficult and wasteful of resources, even though it can occasionally lead to better employment prospects (Forster, 2018). As a result, people should be encouraged to pursue their chosen careers and demonstrate how their traits and needs align with those of the employers (Ayriza, Triyanto & Setiawati, 2020).

A campus's culture is greatly influenced by the neighborhood, which is a crucial consideration when selecting a university. You may adore your school, but you won't be happy if you despise the town or city where you reside. For instance, residents of a high-rise dorm that is next to a busy road are probably not going to be pleased there. On a campus where the only buildings are trees, some people might lose their minds. As for the weather, moving up north for four years might not be the best choice if you don't like the cold. Money is typically one of the first topics brought up when selecting a college, and for good reason. In many ways, attending a school distance from home is more expensive. You will have to pay a large tuition fee if you attend a public institution outside of your state, to start with (Cheung, et al., 2020). There is also the cost of returning home for holidays and breaks; taking a plane is significantly more expensive than just getting in the car, taking the train, or taking the bus. To save money, some students can even choose to commute but live at home. On the other hand, you can be given a scholarship at a university that is further away from your house. Talk to your parents about a budget and consider the particularities of each school based on its location.

Many students are ready to take flight and strike out on their own by the time they graduate from high school. Going to a college that is far away from home is a certain method to put yourself to the test because your support network is no longer only a short drive away. That does imply that when you realize you are entirely on your own, you will develop rapidly and discover new pals who have your back. Though attending a school close to home can have the advantage of allowing you to continue to spend a lot of time with your family and friends, you will undoubtedly meet a lot of new people there. It could be convenient to have the choice to board a train and return home for a weekend, particularly during your first year while you become used to this new lifestyle. On the other



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hand, being so close to your support system may prevent you from utilizing all of the chances at school and forming deep relationships with new people (Durosaro & Nuhu, 2022).

However, several studies have examined the factors influencing career choices among students, there is a lack of research focusing specifically on Grade 12 senior high school students at Dapa National High School. Moreover, there is a need to explore the unique socio-cultural context and individual experiences that shape the career preferences of these students. Additionally, the role of factors such as parental expectations, school support systems, and exposure to different industries and professions in influencing career preferences requires further investigation. This study aims to address these gaps in the literature and provide a deeper understanding of the factors affecting the career preferences of Grade 12 senior high school students at Dapa National High School.

The primary objective of this study is to identify the variables that influence senior high school students' choices of college courses. By examining the factors that impact students' decisions, this research aims to provide a deeper understanding of the elements influencing their choices. The findings will serve as a guide for educational institutions to assist students in selecting appropriate career paths based on their interests.

First, it addresses a crucial aspect of students' academic lives by investigating the factors that influence their college course choices. Understanding these factors can help educational institutions provide effective guidance and support to students. Second, the study contributes to the existing literature by exploring the impact of various factors, such as personal preferences, social systems, and information sources, on career decision-making. Finally, the findings of this research have the potential to enhance students' career satisfaction and success by promoting alignment between their skills, personalities, backgrounds, and chosen career paths.

Research Questions

This study determined the factors affecting the career preferences of grade 12 students of Dapa National High School.

Specifically, it sought to answer the following research questions:

1. What is the profile of the respondents as to the following;
 - 1.1 Age,
 - 1.2 Sex,
 - 1.3 Family Income,
 - 1.4 Highest Educational Level of both Parents, and
 - 1.5 Grade Point Average?
2. To what extent the factors affecting the career preference of Grade 12 Senior High School Students as of the following;
 - 2.1 Personal Interest,
 - 2.2 Family Choice,
 - 2.3 Friends Choice, and
 - 2.4 University Location?
3. Is there a significant relationship between the factors affecting the career preferences of Grade 12 Senior High School Students when grouped according to their profile?

Hypothesis

Items no. 1, and 2 are hypothesized free while item no.3 is hypothesized at 0.05 level of significance.

Ho: There is no significant relationship between the factors affecting the career preferences of Grade 12 Senior High School Students when grouped according to their profile?

METHODS

Research Design

The descriptive survey design was used for the study. Specifically, the design obtained information concerning the career preferences of Grade 12 Senior High School Students of Dapa National High School.

Population and Sampling

This respondents of the study were the 350 Senior High School Students of Dapa National High School for School Year 2022-2023. All were selected and considered as sample of the study.



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Instrument

This study used an adopted-modified survey questionnaire. The research questionnaire composed of two parts: Part I to determine the profile of the respondents, Part II to evaluate the predictors of career preference of the students. Also, survey questionnaire was underwent its validity and reliability test.

Data Collection

The researcher asked for permission from the school principal to conduct a study and class advisers of the SHS students to gather data. After the researchers obtained information on how students chose their career preferences, researchers analyze the student’s opinion about their career choice.

Treatment of Data

Frequency and Percentage Count. These tools were used in determining the profile of the respondents in terms of age, sex, family income, higher educational level of parents and grade point average.

Mean and Standard Deviation. These tools were utilized in determining the predictors of the career preference of Grade 12 Senior High School Students.

Analysis of Variance (ANOVA). This tool was used to determine the differences on the level of respondents’ satisfaction when grouped according to the profile variables of the respondents.

Ethical Considerations

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study.

RESULTS and DISCUSSION

On the Profile of the Respondents

The data were analyzed collectively for the whole study. The consecutive table shows the profile of the respondents in terms of age, sex, family income, and grade point average (GPA).

Table 1 presents the profile of the respondents. It can be gleaned in the table that there are three hundred twenty-two (322) respondents aged 16-18 years old. This is 92 % from the total population. This entails that majority of the grade 12 students are of the range of school aged. However, there are only twenty-eight (28) respondents aged 19 and above or 8% from the total population.

As to Sex, majority of the respondents are female with the frequency of two hundred five (205) or 58.6% from the total population. However, male respondents have a frequency of one hundred forty-five (145) or 41.4%. this means that grade 12 students are dominated by girls.

As to Family Income, 21, 000 – 30, 000 have the highest frequency of one hundred sixty-four (164) or 46.9% from the total population. It followed by the 11,000 – 20, 000 with the frequency of one hundred eight (108) or 30.9%, 0 – 10, 000 with the frequency of forty-five (45) or 12.9% and 31,000 and above with the frequency of thirty-three (33) or 9.4% which is the lowest percentage from the total percentage. The results show that majority of the parents of the respondents have a job to sustain the daily expenses of the family.

Table 1
Profile of the Respondents

	Profile	Frequency	Percent
Age	16-18 yrs old	322	92.0
	19 and above	28	8.0
	Total	350	100.0
Sex	Male	145	41.4
	Female	205	58.6
	Total	350	100.0
Family Income	0-10,000	45	12.9



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	11,000-20,000	108	30.9
	21,000-30,000	164	46.9
	31,000 and above	33	9.4
	Total	350	100.0
Highest Educational Attainment	Elementary Graduate	51	14.6
	High School Graduate	231	66.0
	College Graduate	68	19.4
	Total	350	100.0
Grade Point Average (GPA)	80	6	1.7
	81	6	1.7
	82	20	5.7
	83	43	12.3
	84	40	11.4
	85	44	12.6
	86	85	24.3
	87	34	9.7
	88	5	1.4
	89	10	2.9
	90	11	3.1
	91	16	4.6
	92	14	4.0
93	10	2.9	
94	3	.9	
95	3	.9	
	Total	350	100.0

As to Highest Educational Attainment of the parents, High school graduate have the highest frequency of two hundred thirty-one (231) or 66% from the total population. Moreover, college graduate obtained the frequency of sixty-eight (68) or 19.4% and followed lastly by elementary graduate with frequency of fifty-one (51) or 14.6% which is the lowest percentage from the total population. The result entails that majority of the parents are high school graduates since most of them are coming from the islands.

Lastly, as to grade point average (GPA), it can be gleaned on the table that majority of the grade 12 students have at least satisfactorily passed the academic requirements on their 1st semester.

On the possible factors that influence the career choice of Grade 12 Senior High School Students

This part presents the possible factors such personal interest, family choice, friend's choice and university location that influence the career choice of Grade 12 SHS students.

It can be seen in the table the possible factor as to personal interest of the grade 12 students. Based on the result, personal interest has the average mean of 3.05 and .50 SD which interpreted as "Agree". This means that grade 12 students have fairly believe on their personal choice in choosing career in college. It is about their personal interest which depends on their capacity to pursue what career.

Item no. 1 "I'm very interested in the course I've chosen." Obtained the highest mean of 3.07 and interpreted as "Agree" while, item no. 3 "I am satisfied with what I am doing in my career choice." Have the lowest mean of 2.99 and interpreted as "Agree".



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Table 2
Personal Interest on Career Choice

Personal Interest	Mean	SD	Interpretation	Qualitative Interpretation
1. I'm very interested in the career I've chosen.	3.07	0.80	Agree	Extent
2. I made these choices in selecting this course.	3.05	0.82	Agree	Extent
3. I am satisfied with what I am doing in my career choice.	2.99	0.83	Agree	Extent
4. Learning in this course is very much easy to deal with.	3.05	0.81	Agree	Extent
5. I am open-minded in terms of learning my course.	3.05	0.82	Agree	Extent
Average Total	3.05	0.50	Agree	Extent

Legend: 3.26 - 4.00 - Strongly Agree (SA)
2.51 - 3.25 - Agree (A)
1.76 - 2.50 - Disagree (D)
1.00 - 1.75 - Strongly Disagree (SD)

Results of the present study is aligned with recent findings by Nugent et al., (2021) stated that students are more likely to pursue careers in which they are confident of their capabilities and less likely to be drawn to careers where they doubt their skills and performance. It's their personal interests that matters.

Table 4 presents the result on career choice of the grade 12 students based on family choice. It can be seen in the table the average mean of 3.02 and .34 SD and interpreted as "Agree". This entails that family choice have an extent contribution to the career choice of the grade 12 students.

Item nos. 2 "My family is very greatest inspiration" and 3 "I want to help my family through this course" have the highest mean of 3.02 and .82 and .79 SD respectively. However, item no 5 "My family assures that they will support me of what kind of course I want to choose" obtained the lowest mean of 3.00 and .81 SD and interpreted as "Agree".

Table 3
Family Choice on Career Choice

Family Choice	Mean	SD	Interpretation	Qualitative Interpretation
1. My family push me to choose this course.	3.02	0.82	Agree	Extent
2. My family is very greatest inspiration.	3.04	0.82	Agree	Extent
3. I want to help my family through this course.	3.04	0.79	Agree	Extent
4. I am relying to my family's decision.	3.01	0.82	Agree	Extent
5. My family assures that they will support me of what kind of course I want to choose.	3.00	0.81	Agree	Extent
Average Total	3.02	0.34	Agree	Extent

Legend: 3.26 - 4.00 - Strongly Agree (SA)
2.51 - 3.25 - Agree (A)
1.76 - 2.50 - Disagree (D)
1.00 - 1.75 - Strongly Disagree (SD)



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The results as to family influence are in line with the study of Cridge and Cridge (2021) who stated that parents play a vital role in their children's life, including choices of career, they often guide their children to develop skills and observe their children's academic progress. Parents can also affect students' interest in career careers, because they can look more closely at the lives of their parents.

Table 4 shows the friend's choice as to career choice of the grade 12 students. It can be gleaned in the table that the average mean is 2.99 and .36 SD and interpreted as "Agree". This means that friend's choice has an extend contribution to the career choice of the grade 12 students.

Item no. 2 "I want to learn what my friend is learning" have the highest mean of 3.03 and .81 SD and interpreted as "Agree". However, item no. 3 "I want to learn what my friend is learning" obtained the lowest mean of 2.95 and .83 SD and interpreted as "Agree". This implies that majority of the respondents agreed on the friend's choice as possible factor in their career choice.

Table 4

Friend's Choice on Career Choice

Friend's Choice	Mean	SD	Interpretation	Qualitative Interpretation
1. I want to be with my friend anytime and anywhere.	2.93	0.81	Agree	Extent
2. I want to learn what my friend is learning.	3.03	0.81	Agree	Extent
3. I want to be more superior with my friends.	2.95	0.83	Agree	Extent
4. I choose this course because my friends is in the course that I've chosen.	3.02	0.81	Agree	Extent
5. I am comfortable to learn when my friends are there.	3.01	0.82	Agree	Extent
Average Total	2.99	0.36	Agree	Extent

Legend: 3.26 - 4.00 - Strongly Agree (SA)

2.51 - 3.25 - Agree (A)

1.76 - 2.50 - Disagree (D)

1.00 - 1.75 - Strongly Disagree (SD)

Additionally, prior research have shown that support from friends has an impact on how students think and is essential for creating high aspirations for jobs (Cridge & Cridge, 2021). Peers who share an interest in career choice will help each other develop their vision as a scientist in the future. The attitude of friends, their achievements and norms have a strong influence on motivation and choice of programs (Nugent et al., 2021). This finding reinforces that friends can affect students in the selection of STEM careers (Halim, 2018)

Table 6 shows the results on university location as possible factor on career choice of grade 12 students. It can be seen in the table that the average mean is 3.00 and .36 SD and interpreted as "Agree". This entails that respondents agreed on their career choice which depends on the location of the school or university.

Item no. 5 "I've been push to take this career because it's the most related on my skills in the nearest University" has the highest mean of 3.06 and .83 SD and interpreted as "Agree". However, item no. 3 "I will study to the nearest University in our community because I can't take care of myself" obtained the lowest mean of 2.96 and .82 SD and interpreted as "Agree".



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Table 5

University Location on Career Choice

University Location	Mean	SD	Interpretation	Qualitative Interpretation
1. I choose the University far away from my home to challenge myself.	3.00	0.83	Agree	Extent
2. It's hard for me to study to the higher University because my parents can't afford it.	2.98	0.79	Agree	Extent
3. I will study to the nearest University in our community because I can't take care of myself.	2.96	0.82	Agree	Extent
4. I'll pursue my studies at the University where my course is offered.	2.97	0.81	Agree	Extent
5. I've been push to take this career because it's the most related on my skills in the nearest University.	3.06	0.83	Agree	Extent
Average Total	3.00	0.36	Agree	Extent

*Legend: 3.26 - 4.00 - Strongly Agree (SA)
2.51 - 3.25 - Agree (A)
1.76 - 2.50 - Disagree (D)
1.00 - 1.75 - Strongly Disagree (SD)*

The process of choosing a career is influenced by a wide range of variables, including friendships, expectations from a profession and employment, public perspective, academic satisfaction, the individual's personal qualities, and the impact of their family (Ketchledge, W.S., 2018). These systems are interconnected in a complex manner and are able to influence one another. Environmental variables, particularly the family and schooling, are also important in this process, even though studies in this area mostly concentrate on human aspects, such as people's skills, values, and interests

On the significant relationship between the Career Preferences of Grade 12 Senior High School Students when they are grouped according to their profile

This presents the results on the significant relationship between the Career Preferences of Grade 12 Senior High School Students when they are grouped according to their profile.

It can be seen in the table the significant relationships between the Sex and Friend's Choice, Highest Educational Attainment of the parents and University Location and General Point Average (GPA) and Friend's Choice. Their p-values are .03, .05, and .02 respectively which are less than 0.05 level of significance. This showed a significant relationship with career preference were "Friend's Choice" in the "Sex" variable and "University Location" in both the "Sex" and "Grade Point Average (GPA)" variables. This means that the career preference of students can be influenced by the choices made by their friends and the location of the university they attend, considering their gender and academic performance.



Table 6

Significant Relationship between Career Preference when grouped to the profiled variables		p-value	Interpretation	Decision
Age	Personal Interests	0.80	Not Significant	Fail to reject Ho
	Family Choice	0.31	Not Significant	Fail to reject Ho
	Friend's Choice	0.15	Not Significant	Fail to reject Ho
	University Location	0.71	Not Significant	Fail to reject Ho
Sex	Personal Interests	0.97	Not Significant	Fail to reject Ho
	Family Choice	0.25	Not Significant	Fail to reject Ho
	Friend's Choice	0.03	Significant	Reject Ho
Family Income	University Location	0.53	Not Significant	Fail to reject Ho
	Personal Interests	0.48	Not Significant	Fail to reject Ho
	Family Choice	0.20	Not Significant	Fail to reject Ho
	Friend's Choice	0.06	Not Significant	Fail to reject Ho
Highest Educational Attainment	University Location	0.23	Not Significant	Fail to reject Ho
	Personal Interests	0.39	Not Significant	Fail to reject Ho
	Family Choice	0.57	Not Significant	Fail to reject Ho
	Friend's Choice	0.16	Not Significant	Fail to reject Ho
Grade Point Average (GPA)	University Location	0.05	Significant	Reject Ho
	Personal Interests	0.58	Not Significant	Fail to reject Ho
	Family Choice	0.52	Not Significant	Fail to reject Ho
University Location	Friend's Choice	0.02	Significant	Reject Ho
	University Location	0.47	Not Significant	Fail to reject Ho

Blotnicky et al., (2018) claimed that involvement in school activities mainly influence students in choosing a career choice. In the same study of Mtemeri (2020), it was revealed that school learning facilities played an important role on high school students' career choice. Ouano et al. (2019) added that students expressively considered schools that could provide significant learning experiences in making a career choice.

The study of Raabe, Boda and Stadtfeld (2019) revealed that students leaned their career preference from their friends. Ouano et al. (2019) concluded that peers impacted career choice. Moreover, girls were more likely to be influenced by their girlfriends in choosing career. Furthermore, Mtemeri (2020) concurred to the aforementioned study that peer advice and encouragement influenced career choice. In addition, the same author revealed that relatives also had an influence on students' career choice. Moreover, the study of Popa and Ciascai (2019) revealed that teachers can likewise influence students' choice in college.

The authors above are consistent in pointing out that social factors affect career preference. Senior High School students are in the height of their socialization stage. Friends and other acquaintances are important in their lives. They follow trends of time especially if their friends are also into it. Venturing into new and unknown endeavors like studying in college could be confusing on their part but the company of their friends may provide them comfort and confidence in facing challenges ahead of them.

Summary, Conclusions, and Recommendations

This study aimed to know the possible factors influencing career choice of the grade 12 SHS. Specifically, this study focused on the personal interest, family choice, friend's choice and university location of the respondents.

Moreover, the grade 12 students are the respondents of the study. An adopted researcher-made questionnaire was used to gather data. Treatment and analysis of data was considered right after data gathered.

It was found out that majority of the Grade 12 students aged 16-18 years old. Most of them are all at aged students. Majority of the respondents are dominated with females. Majority parents of the respondents have a family



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Grade 12 students agreed and have an extent effects of personal interest, family choice, friend's choice and university location to their career choice. There is a significant relationship between the Sex and Friend's Choice, Highest Educational Attainment of the parents and University Location and General Point Average (GPA) and Friend's Choice.

Based on the results of the study, it was found that:

1. There are 322 grade 12 students aged 16-18 years old while 28 students aged 19 and above. There are 205 females and 145 males' respondents. There are 45 students who's their family income range 0 – 10, 000, 108 respondents whose family income is 11,000 – 20, 000, 164 respondents whose family income is 21,000 – 30,000 and 33 respondents whose family income is 31, 000 and above. There are 51 parents of the respondents who were elementary graduate, 231 parents who were high school graduate and 68 parents who were college graduate. There are 6 students who got 80 and 81, 20 who got 82, 43 who got 83, 40 who got 84, 44 who got 85, 85 who got 86, 34 who got 87, 5 who got 88, 10 who got 89, 11 who got 90, 16 who got 91, 14 who got 92, 10 who got 93 and lastly 3 who got both 94 and 95.
2. Possible factors affecting career choice such as Personal interest, family choice, friend's choice and university location have the average mean of 3.05, 3.02, 2.99 and 3.00 respectively.
3. Sex and Friend's Choice, Highest Educational Attainment of the parents and University Location and General Point Average (GPA) and Friend's Choice have a p-values of .03, .05, and .02 respectively which are less than 0.05 level of significance.

Based on the findings of the recent study, the following conclusions were drawn accordingly:

1. The majority of Grade 12 students fall within the 16-18 age range. Acknowledging this diversity is essential for educational institutions to cater to students' varying needs, learning styles, and developmental stages. The dominance of females among the respondents suggests a need for further exploration into gender-specific educational and career support. Addressing gender disparities in career choices and opportunities is crucial for achieving gender equity in the workforce.
2. The prevalence of parents engaged in daily wage labor with incomes between 21,000 and 30,000 highlights socioeconomic challenges. Policymakers and educators should consider support systems, scholarships, or vocational training programs to help students from low-income backgrounds pursue higher education and stable career paths.
3. With most parents having completed high school but fewer in professional roles, career guidance programs should focus on exposing students to a wider range of career options.
4. The overall satisfactory academic performance of Grade 12 students indicates that the educational system is effectively preparing students academically. However, it's important to complement this with comprehensive career counseling to ensure students make informed choices beyond academics. Recognizing the influence of personal interest, family choice, friend's choice, and university location on career decisions, educational institutions and career counselors can tailor their guidance services to address these factors.
5. The identified relationships between variables, such as the relationship between gender and friend's choice of career, emphasize the need for personalized career counseling. It's essential to consider each student's unique circumstances and aspirations when guiding them toward suitable career paths.

In view of the findings and conclusions of the study, the following recommendations were given:

1. Intensify Career Guidance Program in School to have a deepen understanding on career pathing.
2. Students to seek assistance to the guidance counselor for guidance.
3. School to intensify services offered by the guidance specifically on career assistance.
4. School to give school-based assessment based on their interest and academic record with regard to the career choice.
5. Parents to always guide their children in choosing career based on what they have in their heart.

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