Career Choices for a Senior High School Strand

Ritchel C. Retes[1*], Ana Mae T. Calunsag[2], Gina S. Baso[3]

[1,2,3]Department of Education, Zamboanga del Norte, Philippines

Abstract: Career choice is a significant issue worldwide in terms of the developmental lives of learners. This study investigates the level of difficulty faced by grade 10 students when deciding on a career in the senior high school strand. The study involved Grade 10 students of Binoni National High School as respondents to examine the career choices of Grade 10 students in the senior high school strands and tracks. A Likert scale was used in this study, to assess whether the respondents encountered a hard time choosing their career choice for senior highs school. The result revealed an overall weighted mean of 3.61, which has a verbal description of "agree." Therefore, the respondents had a hard time making a decision on what strand and track to choose in their senior high school years. This implies that there is a need for further guidance and counseling with regards to their career choices.

Keywords: career choices, grade 10 students, strand, tracks, senior high school.

1. Introduction

The decision about one's career is one of the most significant ones they will ever make. (Gati, Levin, & Tal. 2019) Choosing a career to pursue is one of the biggest decisions students will make in their academic journey. These choices will greatly affect their quality of life in the future. Choosing a career in senior high school can be hard when you have no idea what you want to do or what to choose. According to Creed, Fallon, and Hood, in their study in 2009, they showed how the factors relating to career flexibility were interconnected and could be accounted for by a higher-order component. Self-exploration and decision-making were adversely correlated with career worries, while goal-orientation and career concerns were mediated by decision-making. Furthermore, they added that better decision-making and fewer career concerns were connected with a higher learning orientation, whereas a performance-oriented attitude was associated with poorer decision-making and more career concerns.

To help the Filipino secondary students in choosing their career path, the Philippine Congress passed Republic Act No. 11206, also known as the "Secondary School Career Guidance and Counseling Act." This aims to institutionalize a career guidance and counseling program for students in all public and private secondary schools nationwide in order to provide them proper direction in pursuing subsequent tertiary education; to equip secondary education students with the capability to make educated career decisions and expose them to relevant labor markets; and to ensure graduates of tertiary education meet the requirements of the government, industry, and economy.

Furthermore, Republic Act No. 10533 Section 9 of the "Enhanced Basic Education Act of 2013" states that the Department of Education, in coordination with DOLE, TESDA, and CHED, shall regularly conduct career advocacy activities for secondary-level students. These laws empower secondary schools to conduct career guidance and counseling programs to assist students in choosing their career paths, particularly in senior high school.

The World Health Organization (WHO) proclaimed coronavirus disease 2019 (COVID-19) a worldwide pandemic on March 12, 2020. Then, the Office of the President of the Philippines released Proclamation No. 922, declaring a state of health emergency throughout the Philippines. With this proclamation, all government agencies are asked to render full assistance to eliminate the COVID-19 threat. In response, the Department of Education, as one of the government agencies, issued Department Order No. 18 Series of 2020, also known as Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan. In this guideline, the Philippine education system continues to deliver basic education through alternative learning modes. This entails making direct eye contact with the students. Due to this, the career guidance programs of the schools were greatly affected, and some had even stopped.

This study is intended for grade 10 students pursuing career choices in the senior high school strand, specifically at Binoni National High School, whether during the pandemic or not. The modes of communication are becoming virtual, which benefits only students who have access to gadgets and internet connections. Then, what about the ones who have none? The situation might continue to happen. Even in normal settings where there is no COVID-19, students struggle to choose a career in their senior year of high school. Basically, with the effort of the Department of Education and this institution, they envision having a career guidance program for the secondary level, which must be pushed strategically at this very time to guide or serve the needs of our learners' difficult time pursuing their careers. This helps examine the challenges they encountered in choosing the next level of career that fits them. Most of the participants, even their parents or guardians, need to be oriented, as they act as long-term resources of favorable support for their children's future as well. This may provide them with an opportunity to find the right path for their career and has a significant impact on the quality of the learning process.

*Corresponding author: ritchel.retes@deped.gov.ph

2. Framework

Choosing the appropriate career is one of the most essential decisions a student will make in their life. Career choices have implications not only for individuals, including personal identity and purpose, but also for organizations, institutions, and society as a whole. Collins and Young (2000). Career choices must be thought through a hundred times before committing; for this reason, the career guidance program was born. Students in this program will be introduced to the various tracks and strands that they can pursue during their senior year of high school.

There are many factors that would affect the decision of the students on the career paths that they may choose in the future; some of these may be the financial capability of their family, their religious beliefs, etc. Students may sometimes be confused about what career path they will take during their senior year of high school. According to Burack (1977), there are two sources of confusion. First is the failure to distinguish career planning approaches that are built primarily around organizational needs from those primarily concerned with the individual and the distinction between manpower planning and career planning. Students should examine themselves to identify their own weaknesses and strengths so that they can choose the best career path for them.
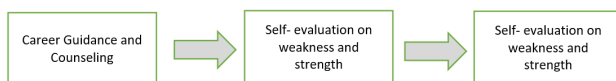

Fig. 1. Diagram on choosing career

3. Objective of the Study

Choosing a career is one of the major decisions a student will have during his or her academic endeavor. This study aimed to investigate the grade 10 students' career choices for a senior high school strand. Thus, this action research study specifically aimed to achieve the following objectives: (1) Determine the socio-demographic profile of the Grade 10 students in terms of sex, religious affiliation, ethnicity, and parent's monthly income. (2) The level of hardship in examining Grade 10 students' career choices for the senior high school strand. (3) For the senior high school strand, innovations and interventions to guide them in their career choices.

4. Methodology

A. Research Design

The research design used in the study was descriptive. The frequency count and the frequency percentage were used in the presentation of the results of the study. It was descriptive because the weighted mean was computed for each item and assigned a verbal description. The overall mean will be computed, and it will give the final interpretation based on its final calculative value.

B. Research Site

The research was conducted at Binoni National High School. This is a public institution that provides free secondary and senior high school education. The school is situated in a remote barangay in the Municipality of Salug Zamboanga del Norte, Barangay Binoni. The people in this area have various cultural backgrounds, such as Subanen, Christian, Kolibugan, and a fraction of Muslim minorities.

C. Research Respondents

The respondents to this study were the Grade 10 students. Since the majority of the respondents were minors, the researchers sent their invitation to the parents via an "informed consent" signifying their approval that they would allow their children to participate in the study. The respondent was then told that they would answer a questionnaire that served as a research tool and that their answers would be confidential.

D. Sampling Procedures

Random sampling was used in this study; hence, all the Grade 10 students were given a chance to participate in the study. The researchers did ensure that the sample size was sufficient and well represented. This means that 80 out of 108 students enrolled in Grade 10 were the participants of the study. The data that was collected will be confidential, and the anonymity of the respondent was strictly observed.

5. Results and Discussion

Objective 1: Determine the socio- demographic profile of the Grade 10 students in terms of sex, religious Affiliation, ethnicity and Parents Monthly Income.

The sex of the respondents is reflected in Table 1. This table shows that 39 of the respondents were male and 41 were female. According to the data collected, most of the respondents were female, accounting for 51.25% of the total number of respondents (80, both male and female).

Table 1
Respondents' profile as to sex distribution

Sex	Frequency (f)	Percentage (%)
Male	39	48.75
Female	41	51.25
Total	80	100

The religious affiliation of the respondents was asked. According to the gathered data that was reflected in table to all of the respondent belongs to the Christian faith and none of the respondent were Muslim. Table 2 displays the religious affiliations of respondents. This reveals that seventy (70 or 86.42%) of the respondents' responses are Christian, while there are zero Muslim respondents. According to the study's religion, the majority of grade 10 respondents are Christian. According to Wikipedia's "Worldwide Percentage of Adherents by Religion," 2015, Christianity has its highest percentage of 31.2% among the surveys classified as the largest among all those mentioning religious affiliation.

Table 2
Religious affiliation of the respondents

Religious Affiliation	Frequency (f)	Percentage (%)
Christianity	70	86.42
Islam	0	0
Did not Specify their religious belief	10	12.58
Total	80	86.42

Table 5
Respondents' career choices for a senior high school strand

Statement	Weighted Mean (WM)	Verbal Description (VD)
Less Guided on what track to choose.	3.74	Agree
My parents prefer this strand.	3.49	Agree
My parents choose this strand.	2.89	Neither Agree Nor Disagree
Doubtful to what strand must I choose.	3.89	Agree
Did you spend time asking ideas from your parents? outbreak.	3.46	Agree
Do you consider your capabilities on what strand to choose?	4.02	Agree
My parents have provided the relevant educational opportunities and resources to provide my career development.	3.90	Agree
Where your parents provide your ideas favorable to you?	3.65	Agree
Have you guided a career lecture?	3.28	Neither Agree Nor Disagree
Do you need for a career guidance?	3.87	Agree
Overall Mean	3.61	Agree

Note: *1-1.80- Strongly Disagree, 1.81-2.60- Disagree, 2.7-3.4- Neither Agree or Disagree, 3.5-4.2- Agree, 4.3-5.0- Strongly Agree*

As shown in the table 3, this is the socio-demographic profile in terms of their ethnicity. It reveals that thirty-eight (38 or 48.10%) of the respondents are subanen, zero (0) are Muslim, three (3 or 3.79%) are kolibugan, and thirty-five (35 or 44.31%) are bisaya. It implies that the Subanen people have the highest percentage of respondents, as the calculated result is 48.10%. According to Fouad and Winston (2012) that race/ethnicity has no difference in pursuing careers but there are differences among race/ethnic groups on the job opportunities.

Table 3
Respondents' profile as to ethnicity

Ethnicity	Frequency (f)	Percentage (%)
Subanen	38	47.5
Muslim	0	0
Kolibugan	3	3.75
Bisaya	35	43.75
Did not specify	4	5
Total	80	100

Table 4 shows the respondents' parents' monthly income. It reveals that six (six or 7.69%) of respondents' parents' income was between 5,000 and 20,000, and three (3 or 3.84%) respondents' parents' income was above 21,000. Based on these findings, the majority of respondent parents have an annual income of 5,000 or less. Won (2019) according to the of his study it suggests that family income plays a significant role in the career maturity of the adolescents. This suggests that family income had a significant factor in choosing what Strand and Track should the respondent choose in their senior high school years.

Table 4
Respondents profile as to their parents' monthly income

Parents Monthly Income	Frequency (f)	Percentage (%)
5,000 below	69	86.25
5,001 - 20,000	6	7.5
21,000 and above	3	3.75
Did not specify	2	2.25
Total	80	100

Objective 2: The level of hardship on examining Grade 10 Students' career choices for Senior High School strand.

On table 5 presents the grade 10 students' career choices for a Senior High School strand. It's obvious, and based on experience in the field of teaching, students, especially Junior High School, have challenges in deciding what track they get in their career to the next level. Thus, students' extrinsic and interpersonal factors include perception of peers, teachers' influence, and guidance training addressing the need to. The long-term resources such parents/guardians need as part of this program for they need to be guided and oriented as they play big roles in the life of their children. The result presented quantifying after the calculative computation portrays that grade 10 students' career choices for a Senior High School strand as the highest mean is 4.02, conveys that they agree on the statement "Do you consider your capabilities on what strand to choose? The lowest mean yielded 2.89, which conveys Neither Agree nor Disagree with the statement, "My parents chose this strand. The overall mean yielded 3.6, which portrays that students' verbal description result agrees; as such, the student felt a hard time with their career choices which greatly needs a priority in this utmost situation to fits students' capabilities and improves as well their performance in their learning process to next level.

Objective 3: The innovations and interventions to lead them in their career choices for Senior High School strand.

According to the results of the study the students' needs more intervention to alleviate their hardships on choosing their desired career path. With reference with the result researchers came up to these innovations and intervention. (1) To conduct Career Guidance Program among grade 10 students. (2) To orient parents/Guardians with the Career Guidance Program. (3) To conduct Express - Lakbay Orientation on the Career Guidance Program specifically to the distant learners.

6. Conclusion

Choosing what course to take in senior high school can be challenging because there are many factors to consider. like peers' influence, parents' advice, teachers' guidance, and others. According to the findings of this study, grade 10 students agree that their decision is based on their personal preferences and some hardships, as well as an understanding of the benefits and relevance for their future education.

References

[1] Gati, I., Levin, N., Landman-Tal, S. (2019). Decision-Making Models and Career Guidance. In: Athanasou, J.A., Perera, H.N. (eds) International Handbook of Career Guidance. Springer, Cham.

[2] Peter A. Creed, Tracy Fallon, Michelle Hood, (2009). The relationship between career adaptability, person and situation variables, and career concerns in young adults, Journal of Vocational Behavior. Volume 74, Issue 2. Pages 219-229.

[3] Philippine Congress. (2018). Republic Act Number 11206, "Secondary School Career Guidance and Counseling Act".
https://lawphil.net/statutes/repacts/ra2019/ra_11206_2019.html

[4] Philippine Congress. (2013) Republic Act No. 10533 Enhanced Basic Education Act of 2013.
https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/

[5] World Health Organization. (2020). Coronavirus disease 2019 (COVID-19) Situation Report – 52.
https://apps.who.int/iris/bitstream/handle/10665/331476/nCoVsitrep12Mar2020-eng.pdf?sequence=1&isAllowed=y

[6] Malacañang Palace. 2020. Proclamation No. 922 Declaring a State of Health Emergency throughout the Philippines.
https://www.officialgazette.gov.ph/downloads/2020/02feb/20200308-PROC-922-RRD-1.pdf

[7] Department of Education. (2020). Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan.
https://www.deped.gov.ph/wp-content/uploads/2020/08/DO_s2020_018.pdf

[8] Collin A., Young R., (2000). The Future of Career. The Press Syndicate of the University of Cambridge. Page 1.
https://books.google.com.ph/books?hl=en&lr=&id=NGQA5OFHNbkC&oi=fnd&pg=PR7&dq=career&ots=jI9o9SYNSO&sig=JEQAH4xROWc133PkrdwNLX0wz8s&redir_esc=y#v=onepage&q=career&f=false

[9] Burack E., (1977). Why all of the confusion about career planning? Human Resource Management Planning. Volume 16. Issue 2. Page 21-23.

[10] Fouad N., Winston A., (2012) Cultural Context of Career Choice: Meta-Analysis of Race/Ethnicity Differences.

[11] Won J., (2019). Effects of Family Income and Career Guidance and Counseling Experience on Adolescents' Career Maturity.