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Career preferences of Filipino senior high school students

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ABSTRACT

This research determined the trends and challenges in career preferences of the public high schools in Cebu City, Philippines. The study participants were 35 students, including five guidance counselors and advocates (GCA) from different identified public national high schools. This research used a quantitative-qualitative mixed design through a focused group discussion to confirm the responses of the respondents. The results show that students often choose careers that suit the needs of their families. Sometimes, they use Facebook, LinkedIn, Twitter, and My Space to seek a job, base their choices in popular courses/degrees today, they even use technology to do that or choose a career that fits their abilities. According to the GCAs, most of the students lack motivation and do not know the deeper reasons for the courses that they want and just pick a degree program just for the sake of having one. Sometimes, they lack information about different careers, base things on practicality, they cannot decide, they do not have a choice and their parents choose their career for them. The findings suggest GCAs need to encourage learners, and their parents to make use of a career pathing design for them to be guided in terms of their career decisions.

1. INTRODUCTION

The truth of today is that human beings live in a fast-paced society. Because of innovative advancements, most of the Filipinos are advancing quicker than any time in recent memory, including the educational system. Each new school year, guidance counselors and implementers (GCAs) are being submerged in new trends and challenges. One of them is the Senior High School Student’s career preferences.

These Senior High School students are in the basic education curriculum wherein its goal investigates accommodating a 12-year fundamental instruction program that every Filipino is qualified for. This is in line with Article IV Section 2 of the 1987 Philippine Constitution, which expresses that “the

state will set up, keep up, and reinforce a total, satisfactory, and coordinated arrangement of instruction pertinent to the requirements of the individuals and society”, since the program is new, there are challenges to both teachers and students.

One challenge that students face is their future career pathing, since K-12 is new in the country, most of the tracks and strands are not followed properly until college, and thus later students will have different career paths from what they initially have envisioned when they were still in high school. Some of them choose a career because somehow, they are pressured to have a better career by their parents and a better degree program, just like their peers. Some of their parents decide on their child’s

career based on what they believe to be nice without enough bases.

Also, there are deficient instructional materials, and there are no teacher's manuals, a few homerooms are as of now blocked or absence of accessible study hall for developing the number of students, the recently – procured educators, albeit a considerable lot of them are exceptionally learned in the topic. Yet, they must build up their showing abilities, the distinctive academic methodologies.

Other challenges encountered by the students are the presentation of a new reviewing framework, study hall evaluation, the better approach for choosing honor students, grants, and acknowledgment rules that made perplexities and grievances from the guardians. Some of them are yet demanding the ongoing approach relating to the giving of extra focuses for the extra and co-curricular exercises of their youngsters, the students.

Guardians are not completely educated, and there are many inquiries emerging in their mind, which must be addressed. Another problem is the lack of partners of the public schools that will provide an appropriate immersion program to our grade 12 students. It is necessary that the school should have a partnership in different industries related to the courses offered and approved by high authority.

Also, there is a set of skills expected to be gained from the Senior High School students through the new curriculum, but certain challenges may not have led them to a better career path. Ordinarily, they are at a young age of 17-19 years old wherein challenges regarding career pathing rise. For most of them, they are influenced by guardians, educators, peers, and many others. It is troublesome because there are many components to consider, particularly for the first batch of Grades 11 and 12, in which the K-12 program is completely actualized.

Another worry of K-12 in improving raining in the Philippines is to give quality fundamental instruction chances to all students, expanding the instructive procedure and the progress from senior high school to college levels, just as improving better career pathing after Grade 12 or College.

The senior secondary school system in the Philippines has a significant effect on national improvement. The administration puts resources into training expecting graduates will be globally competitive with better career paths. To turn out to be competitive, the students must be enthusiastic to

see for themselves what career path they will seek after soon.

A planned and organized life can add to their own and expert development. Young people in the Philippines contrasted with Western human progress (where K-12 framework is designed) face challenges like they may not settle on their own choices consistently, particularly when picking professions given the new trends in society. They are attached to requesting guidance from guardians, instructors, guidance counselors, peers, or loved ones. At the point when they are confused, they cannot have the option to conclude their choice.

Grade 12 Senior High School students are the focus of the study since they are at the point in their lives of choosing what career path they will have after the school year. As observed by the researcher, a lot of public Senior High Schools are available in Cebu City and not all of them can pursue a college education.

As showed by Nielsen (2017), the paths for their career will progressively turn into a progression of scaled-down stages and short learning cycles as they move among "item regions, innovations, capacities, associations, and workplaces." Additionally, his associates have presented and applied the thought of a protein career that emphasizes the need for workers in the present and the future to continuously learn how to adapt to change, be flexible, and take moral responsibility for their careers.

As showed by Musburger (2016), Grades 11 and 12 are Senior High School (SHS) understudies who are selected specialization dependent on interests, school limit, and intrigue. The choice of vocation track will describe the substance of the subjects an understudy will take in Grades 11 and 12. These subjects fall under Core Curriculum or Career Pathways, and the student then again has demographic profiles to comprehend them better. The demographic data is mostly based on census data (Vijayaraghavan et al., 2016). This means that the demographic profile will help provide enough information for the researcher to save time and energy also.

It was added that, more specifically, demographics are being adopted to characterize a population in terms of its size, distribution, and structure (Knowles et al., 2010).

Hence, this research study was pursued to determine the trends and challenges in career preferences of the public high schools in Cebu City, Philippines,

where the findings of the study will be the basis for Career Pathing Design.

2. MATERIALS AND METHOD

This research used a quantitative-qualitative mixed design that used statistical tools to have a direct measurement of the data collected from the chosen instruments by which would be expressed into frequency, mean, and percentage. A focused group discussion is also used to confirm the responses of the respondents using the instruments. A survey questionnaire and interview guide were used to gather the data.

The respondents of this research were Grade 12 Senior High School students and the GCAs from the two schools in Cebu City. The Grade 12 students were distributed into different tracks, namely Technical-Vocational-Livelihood, Sports, General Academic Strand, and Science, Technology, Engineering, and Mathematics with seven students each as the sample since 35 students are enough for the survey and focus group discussion. Five GCAs The schools were selected based on the following qualifications: student population, school size, offering of senior high school tracks, and availability of GCAs.

The study used a self-made Survey Questionnaire with two parts. The first part was about the demographic profile, while the second part was about the 20-item trends and challenges experienced by the Senior High School students. Sample items in the trends and challenges section of the instrument include learning the skills I am best at through partaking in sport / working / doing voluntary work, choosing a career based on a good location / popular course or degree today / what suits the needs of my family. The Survey Questionnaires were provided to the identified respondents. The instruments have been validated by experts and a pilot study was conducted prior to the actual data gathering stage.

The other tool used was also a self-made Interview Guide that was used to gather information about the challenges experienced by the GCAs. The survey questionnaire and interview guide were validated by a registered psychometrician. After the validation, the questionnaires were distributed to the students, focus group discussion, and interviews were done to them and with the GCAs. The data collected in this study was subjected to statistical treatments. The data were coded, tallied, and tabulated for analysis and interpretation of the results.

3. RESULTS AND DISCUSSION

It showed that out of the 35 respondents, there were 19 females and 16 males and there were more females in these institutions within the age bracket of 17-19 years old, 62.8% of the population are already 18 years old and is of legal age to decide in life without the consent from their parents, 54.3% of the Senior High Students belong to classification D, while 28.6 percent of the students belong to a family that earn below 8,000 pesos and only one out of the 35 students have parents who are earning 60,000 pesos. There were 48.6% of them having 4-6 siblings, while 40% have 1-3 siblings only and 5.7% have 7-9 and 10-12 siblings. The results showed that 40% of the respondents are under TVL while 20% of the rest belong to STEM, GAS and SPORTS. Meanwhile, around 31.4% of the respondents have 80-84 average final grade, which is equivalent to Approaching Proficiency, while 28.6% are advanced according to its equivalent numerical value.

The trends to K-12 career preferences of the Grade 12 Senior High School students are choosing careers that suit the needs of their family, popular courses/degrees today, Using Technology, Facebook, LinkedIn, Twitter, My Space, a career that fits the abilities. Most of the respondents often experience choosing a career that suits the needs of the family. They sometimes experience choosing popular courses/degrees today and use Facebook, LinkedIn, Twitter, My Space.

As the respondents become older, the more that they can experience the different trends of K-12 Career Preferences. It showed that using technology, online resume, online test, online counseling, online review and learning software had a significant relationship with gender.

When respondents are grouped by their age, it showed significant differences in the K-12 Career Preferences. When respondents are grouped by their genders, it showed significant differences in the K-12 Career Preferences. It showed no significant difference in K-12 Career Preferences when grouped by its combined monthly Family Income. Also, when respondents are grouped by its siblings, it showed significant differences in the K-12 Career Preferences. The K-12 career preferences are effective for the respondents who have 1-3 siblings, 4-6 siblings, 7-9 siblings, and 10-12 siblings. However, it showed no significant difference in K-12 Career Preferences when grouped by its combined tracks. Meanwhile, when respondents are

grouped by its average final grade in Grade 11, it showed significant differences in the K-12 Career Preferences.

The challenges experienced by GCAs based on the interview conducted to them showed that most of the GCAs such as the Guidance Counselors and the Guidance Advocates find it challenging to implement their Career Guidance Program because they often experienced a lack of guidance materials, especially the budget. Also, a lot of them often experienced ambiguous jobs. According to most of the students, they often experience financial problems which are reasons why they cannot have the chance of choosing the degree program that they like and the courses/degree program that they like to pursue are expensive enough. A lot of the respondents in the current study sometimes experienced challenges in choosing a career, such as no other available degree program nearby, lack of information about different careers, parents' choice, practical purposes, no choice, cannot decide yet.

The different themes planned based on the challenges experienced by the GCAs are the lack of resources, unclear job description of the Counselors/Advocates, lack of support from parents and teachers, no available tracks, mismatch of students' aptitude and skills, students' choices are based on popularity of the course/degree program, students' financial issues, inability to decide, while the themes gotten out of the Senior High Students

during the Focus Group Discussion based on the challenges experienced by the participants are the unavailability of the preferred program, students' financial issues, lack information on various courses/careers, peer influence and poor goal setting.

The combined monthly family income based on NEDA classification shows that 54.3% of the Senior High Students belong to classification D, meaning most of their parents are minimum wage earners, while 28.6 percent of the students belong to a family that earns below 8,000 pesos and only one out of the 35 students have parents who are earning 60,000 pesos. 48.6% of the respondents have 4-6 siblings, which is quite a number also, while 40% have 1-3 siblings only and 5.7% have 7-9 and 10-12 siblings. For academic tracks being pursued, 40% of the respondents are under TVL since one of the public schools in the current study only offers TVL and Sports Track. 20% of the rest belong to STEM, GAS and SPORTS. This means that numerous students prefer tracks that are available in the schools near them.

Table 1 presents the responses in relation to trends to career preferences of the Grade 12 Senior High School students. They were made to check a 4-point scale (1) never experienced, (2) rarely experienced, (3) sometimes experienced and (4) often experienced.

Table 1. Latest Trends to K-12 Career Preferences

Indicators	Mean Verbal Description
1 Taking part in sport	2.31 Rarely Experienced
2 Working or doing voluntary work	2.43 Rarely Experienced
3 Fits the abilities	2.63 Sometimes Experienced
4 Good location	2.31 Rarely Experienced
5 Popular course/degree today	3.11 Sometimes Experienced
6 Suits the needs of my family	3.67 Often Experienced
7 Using Technology	2.79 Sometimes Experienced
8 Using online resume, online test, online counseling, online review & learning software	1.94 Rarely Experienced
9 Using Facebook, LinkedIn, Twitter, My Space	2.83 Sometimes Experienced
10 Career symposium in school/NCAE/career guidance with a Counselor	2.59 Rarely Experienced
Overall	2.63 Sometimes Experienced

Table 2 shows that as the respondents are becoming older, the more that they could experience the different trends of K-12 Career Preferences, this may be because of the number of years they spent in life doing trial and error or because they were exposed to numerous things already.

Table 3 depicts that when respondents are grouped by age, it shows significant differences in the K-12

Career Preferences. It means that each group of ages like most of the 17-year-old respondents believed to have experienced the trends in the K-12 Career Preferences, same with that group of 18 years old and the group of 19-year-old respondents. This would mean that the trends in Career Preferences were effective in helping the respondents in choosing their future careers.

Table 2. Significant Relationship Between Demographic Profile of Respondents and Latest Trends of K-12 Career Preferences n=35

Variables Latest Trends of K-12 Career Preferences	Pearson r	p-Value	Result	Decision
A. Age	.846	0.000	Significant	Ho Rejected
B. Gender	.286	.096	Not Significant	Ho Accepted
C. Combined Monthly Family Income	0.76	.663	Not Significant	Ho Accepted
D. No. of Siblings	.305	.075	Not Significant	Ho Accepted
E. Tracks	-.019	.918	Not Significant	Ho Accepted
F. Ave. Final Grade on Grade 11	.115	.511	Not Significant	Ho Accepted

Table 3. Significant Differences in the K-12 Career Preferences when Grouped by Its Profile n=35

Grouped by	F	p-Value	Result	Decision
A. Age	40.20	0.000	Significant	Ho Rejected
B. Sex	-2.14	.023	Significant	Ho Rejected
C. Combined Monthly Family Income	0.14	.938	Not Significant	Ho Accepted
D. Number of Siblings	13.00	.000	Significant	Ho Rejected
E. Tracks	0.06	.982	Not Significant	Ho Accepted
F. Ave. Final Grade on Grade 11	2.914	.047	Significant	Ho Rejected

Table 4 shows the challenges experienced by GCAs based on the interview conducted with them. According to the results, most GCAs, such as the Guidance Counselors and the Guidance Advocates find it challenging to implement their Career Guidance Program because they often experienced

a lack of guidance materials, especially the budget. Also, a lot of them often experienced ambiguous jobs because they do not have a clear job description since even their immediate heads are not aware of their deliverables.

Table 4 Challenges experienced by GCAs

Indicators	Mean	Verbal Description
1 <ul style="list-style-type: none"> o Lack of guidance materials and especially the budget o Lack specific guidelines or scope on the tasks of the Counselors o Lack of Guidance Counselors o Each counselor is handling over 1,000 students o Parents question the capabilities of the Counselor o Parents choose the career for their children o Lack of Coordination with teachers 	3.80	Often Experienced
2 <ul style="list-style-type: none"> o Students lack motivations o Certain school does not offer tracks that fit with the students' needs o Students' preferences do not match their aptitude and skills o Most students often stereotyped Guidance as a disciplinary office o Students prefer famous and idealistic careers that don't fit for their needs o Calling for students while also making that they don't miss much of their class o Students decided to go a specific track/strand a certain school doesn't offer such, if school offers its already full o Financial issues of students 	3.80	Often Experienced
Overall	3.80	Often Experienced

Table 5 provides the different challenges experienced by the students based on the focus group discussions conducted on them. According to

most of the students, they often experienced financial problems, that is why they cannot have the chance to choose the degree program that they like.

Table 5. Challenges Experienced by Participants

Indicators	Mean	Verbal Description
1 Other courses/degree program are expensive	3.20	Often Experienced
2 Financial problem	3.51	Often Experienced
3 No other available degree program nearby	3.06	Sometimes Experienced
4 Lack information about different careers	2.89	Sometimes Experienced
5 Parents' choice	2.66	Sometimes Experienced
6 Friend's choice/peer pressure	2.20	Rarely Experienced
7 Practical purposes	2.80	Sometimes Experienced
8 No choice	2.71	Sometimes Experienced
9 Doubtful of the future	2.14	Rarely Experienced
10 Cannot decide yet	2.83	Sometimes Experienced
Overall	2.80	Sometimes Experienced

Table 6 outlines the different themes formulated based on the challenges experienced by the GCAs. The first theme is the lack of resources, followed by the unclear job description of the Counselors/Advocates. The third theme is the lack of support from parents and teachers. The next one that came out is the no available tracks for students. The fifth one is the mismatch of the students' aptitude and skills. Also, students choose a course/degree program based on its popularity. The sixth theme is the students' financial issues, and the last one is their inability to decide on a particular program.

Table 6. Themes Formulated Based on the GCAs' Challenges

Themes
1 Lack of resources
2 Unclear job description of the Counselors/Advocates
3 Lack of support from parents and teachers
4 No available tracks
5 Mismatch of students' aptitude and skills
6 Students' choices are based on popularity of the course/degree program
7 Students' financial issues
8 Inability to decide

The themes from the senior high students during the focus group discussion are based on the challenges experienced by the participants. The themes gathered are unavailability of the preferred program, students' financial issues, lack of information on various courses/careers, peer influence and poor goal setting.

The data presented as pertains to the age and gender of the Grade 12 Senior High School Students implied that there were more females in these institutions within the age bracket of 17-19 years old, implying that most of them were already mature

people. The table also shows that 62.8% of the population are already 18 years old and are of legal age to decide on life without the consent of their parents. Two of the most important variables used by demographers are age and sex, they are very relevant to the society and demography (Poston and Bouvier, 2017). In relation to the current study, age and sex may have influenced the respondents in terms of their choice of career.

As regards the combined monthly income of the Grade 12 Senior High School Students' parents. The data implied that a lot of the students in the public school are struggling financially because of the lower amount of income received by their parents. OECD Statistics (2016) reported that income is identified as an important determinant of financial satisfaction. This implies that the lower the income, the less satisfied they are and thus if one is not satisfied in life, it can impact the decisions or choices that one makes like choosing a future career. Also, Watkins (2018) said that income is important for numerous things, such as improving living standards like food, clean water, housing, and paying for education and healthcare. This means that, if one's income is small, then it will be hard to pay for an improved education, which can probably affect career preferences.

As pertains to the number of siblings, it showed the data pertaining to the number of siblings that the students have. The information presented in the table implied that these respondents may have to share resources with their other siblings, which may also affect their choices for the future. Power and Orto (2014) said that siblings possibly react in positive or negative ways because of the changes in a family and they probably encounter jealousy, resentment, pressure from parents, overprotection and disinterest. This means that the greater the number of siblings in the family, the more that they

are jealous of their other siblings or are pressured to make better career decisions because it may impact their family.

As regards the tracks that the Grade 12 Senior High School Students, Sernau (2020) mentioned that in high school, the tracks can be re-stated in terms of students' expectations in their careers: the vocational track and college preparatory track. The track a student is placed on may not be permanent, it can limit his or her options from early on and when failure to take certain subjects prevents a student from taking advanced science courses later. In the current study, there is a tendency that a student may just have been pushed to take up a specific track because it has the only available in their place and may limit his choices for his or her future.

The presented data as to the students' average final grade in Grade 11 showed that there are a lot of these students who are not high achieving and may not be very competitive in their studies, while 28.6% are advanced according to its equivalent numerical value. Its percentage would also show that there are numerous students who are high-achieving academically. Although 14.3% have grades of 75-79 which means beginning, this implies that these students may have found the new curriculum challenging since they can hardly meet the standards set. The school implements standards-based grading; it is important for students to understand the changes and the new system, such as how grades are determined because grades play such an important role in class ranks, and an important factor that contributes to determining students' success in college and careers (Heflebower and Hoegh, 2014). In relation to the current study, the grades might impact what degree program that a student may take in college and later determine the career path he will pursue in the future.

In connection, as to the trends to K-12 career preferences, the Grade 12 Senior High School students are choosing careers that suit the needs of my family, popular courses/degrees today, using Facebook, LinkedIn, Twitter, My Space, using Technology and choosing a career that fits the abilities. As revealed in the survey, the trend in majority of the respondents often experienced choosing a career that suits the need of the family. This means that family is very important in the life of the students, especially in deciding career preferences. It was said that each family is unmistakable; that the family is consistent in the youngster's life; and that they are specialists on the

kid's capacities and necessities (Northern and Downs, 2014). That means family is influential in shaping the career preferences of the students, which is clear in the result of the current study. They sometimes experienced choosing a popular course/degree today and used Facebook, LinkedIn, Twitter, My Space. This implies that these platforms were used by the students for knowing different course offerings and careers in the labor market. As revealed, social media plays a vital role in the world to spread the information in the real world, everyday reality stories and ideas through virtual society or networks. Facebook, web pages, etc. produce huge amounts of information that are very useful for people. This means that these platforms are vital for gathering relevant information pertaining to the different careers in the labor market for the benefit of Generation X or the students in the current study, and they probably have seen them benefit. That's why they use them.

The significant relationship between the demographic profile of respondents and trends of K-12 career preferences showed that using technology, online resume, online test, online counseling, online review & learning software had a significant relationship with sex. It was perceived that these things have been useful in choosing a degree program or a future career. According to Jarvis and Griffin (2003) from teenage years onwards, intellectual functioning becomes stable and crystallized intelligence assumes a more dominant role. That means more information storage, verbal comprehension, and numerical reasoning. Those students in the current study have relatively stable mental functioning and experience because of their age as well. It also showed that significant DIF that is sex-related was seen in most of the careers or occupations. Further, the DIF that is sex-related was strongly correlated with sex type ratings for the occupations thus, they are significant relationships between sex and career preferences (Aros et al., 2012). In relation to the current study, sex also has a significant relationship with career preferences.

In addition, the significant differences in the K-12 career preferences when grouped by its profile showed significant differences in the K-12 Career Preferences. It means that, in both male and female, experiencing different trends in career preferences is vital for their future career. In the study of Tschopp et al. (2015) the result showed that aging, career and turn over literature by presenting that both life stage that are age related choices or preferences and fairly age-independent preferences

in career work together in moderating the relationship between job satisfaction and turnover which is related to the current study which implies that experiencing different trends in career preferences are useful in helping people in their future career. This is obvious in the investigation of Erb (2013), when the scores of females and guys were analyzed across ages on eight profession inclination scales, a few examples developed. In five of eight territories, guys' scores showed a noteworthy bounce back after age thirteen, indicating more grounded enthusiasm for professions identified with high innovation than the females. However, girls showed accelerating interest in areas that are more traditional such as organization and service. Both male and female indulged in dreams of trying careers in entertainment and arts. This implies that all sexes could experience different trends in career preferences and thus it's useful for them. It showed no significant difference in K-12 Career Preferences when grouped by its combined monthly Family Income. This means that regardless of income of the parents of the respondents, their career preferences would not matter. And thus, experiencing the different trends in K12 is not useful for choosing their careers later, regardless of the income of their parents. Maybe because numerous parents are having close minds about careers that fit for their children even if they can provide for the tuition because they have decided on a degree program or job that they believe to be better for their children regardless of what happened.

According to Nielsen (2017), it was common for kids to follow a similar career to their parents: one was more likely born to follow a specific career. Thus, parents, regardless of what their incomes, are quite influential in shaping the choices and careers of their children. Also, it showed significant differences when respondents were grouped by its siblings on the K-12 Career Preferences. It means that the K-12 career preferences are useful for the respondents who have 1-3 siblings, 4-6 siblings, 7-9 siblings, and 10-12 siblings. Thus, these trends on the K12 career preferences might help them in their future. This is manifested in the study of Bates (2015). According to the result, no teenagers live in a vacuum. The impact and the influence of the family where one originates undoubtedly is significant. These are the family compositions, like the number of structures and members. However, the study concluded that the environment is like the family of origin, particularly if it has positive or

negative influences and can create a difference in the outcomes of careers. Other families can bear, or encourage, a lot of rivalry among siblings and fight in brothers than they permit in sisters. If true, that may cause boys and young men using their brother's career aspirations to influence their own career aspirations. This means that if the family is composed of numerous siblings, a lot of them may quarrel in terms of resources or attention and thus may have a bearing for choosing future careers later.

It showed no significant difference on K-12 Career Preferences when grouped by its combined tracks. This means that regardless of the tracks of the respondents, may it be STEM, GAS, TVL or SPORTS, their career preferences would not matter. And thus, experiencing the different trends in K12 is not useful for choosing their careers later regardless of their tracks. This could mean they have already made up their minds on the degree program or their future careers regardless of whatever trends in career preferences they experienced, or they may have been told by those influential people in their lives of what to choose.

According to Buchholz and Blossfeld (2012), at any time and age family of origin of the adolescent might unknowingly or knowingly embrace some sway over the direction the adolescent takes in the pursuits of their career. Their family can influence the youth in the choice of career due to practical reasons. The younger people and their families know and perceive how their family and the elements of their family can impact them, the more families comprehend these impacts and have confirmed hold to utilize those constructive impacts or, defeat any impacts that are adverse, to quicken their probability of profession decisions for the teenagers.

This may imply that regardless of the tracks taken by the students, the trends in career preferences that they have experienced no longer have bearing for them. However, when respondents are grouped by their average final grade in Grade 11, it showed significant differences in the K-12 Career Preferences. It means that each group, may it be beginning, developing, approaching proficiency, proficient, or advanced, finds the trends in K-12 Career Preferences useful for their future career. This is because their grades served as a guide or clue for them what career they would pursue later.

According to Sansone et al., (2010) grades have a feedback component, because it has an efficient way of relaying information about how good students are

performing, and numerous students would want grades for them to know how good they are heading in a system that wants good grades for admission to college and other related opportunities. But using grades is like having conditional rewards more commonly, using grades is more likely to be shown more information than its controlling. This implies that the trends in K12 career preferences are effective based on the information gathered, such as the grades of the students.

Schools under this study are expected to show their best because of the conviction that achievement in school is identified with life's prosperity. With the world getting serious, the nature of execution has become a primary factor and isn't only imperative to understudies yet in like manner to the individuals around the individual (Creemers et al., 1990). Thus, the grades of the students in Grade 11 serve as the guides of the Grade 12 Senior High Students.

As regards to the challenges experienced by GCAs and participants in the current study, it showed that as much as they want to be conscientious in implementing all the activities since they are not sure of their deliverables, they could no longer do so. They have also shared that they have more than one thousand clients per counselor. The parents and teachers sometimes question their capabilities and do not support them. This means that the GCAs are accomplishing more than they could and the reason they are not effective in doing their main job. According to Miller (2015), most counselors have very demanding work schedules and personal lives. This may be the reason they find it hard to implement all the career-related jobs for students. Also, the provision for guidance and counseling services cannot be made cheaply, and thus sufficient funds must be allocated for the salaries of the counselors and the supporting staff, allowance for the tools and equipment as well. However, it is sad to say that the country does not have enough budget for them and the needs of the students (Kochhar, 2013).

On the other hand, most of the implementors often experienced various issues/challenges in the students' career preferences, like most of the students lack motivation. According to the counselors, a lot of students do not know the deeper reasons for the courses that they wanted. Most of these students just pick a degree program just for the sake of having one.

In addition, according to most career advocates that the researcher have interviewed, as much as the

students want another degree program but certain school does not offer tracks that fit with the students' needs, they have financial issues, students' preferences do not match their aptitude and skills, students prefer famous and idealistic careers that don't fit for their needs and some are undecided as to what to pursue later on. This means that the things above hinder the GCAs from giving the best that they could and letting the students get the utmost benefits of career guidance.

According to Konings (2011), having enough pictures of the match between the perception of students and their preferences is vital for teachers or designers of education to account for the perspectives of students while education is being designed. As the perception to preference match is more likely to vary between students, establishing correlations to it would give information that is valuable. The perceptions of students are recognized to relate to many characteristics of students. Thus, sometimes, the perception of the students about themselves and the different careers do not match and thus there is a need to address this so that students can be at their best in their future careers.

One challenge experienced by participants is that other courses/degree programs that they like to pursue are expensive enough. This means that enough financial resources as perceived by the students are vital in having the careers that they want. It was clear in the result of a study wherein it presented that the financial crisis maintained can affect university choices; specifically, it assumed the potentiality placed them at a disadvantage in a labor market and in society for numerous years to come (Cattaneo et al., 2017). This means that the careers of those students who experienced financial crises may not be maximized because of this and probably would not lead them to have satisfaction in life later. A lot of the respondents in the current study sometimes experienced the challenges in choosing a career such as no other available degree program nearby, lack of information about different careers, parents' choice, practical purposes, no choice, cannot decide yet. It means that a lot of the students may have been ignorant of the different careers, maybe because the students were not made aware of the opportunities in the labor market such as availability of scholarships, sponsors, part-time jobs and the pros and cons of different careers. This implies that students need to make better decisions through better awareness of the different careers in the labor market and the different degree programs

and the solutions to their dilemma through better career pathing.

According to Contento and Koch (2020), goal setting is significant because defining activity objectives or activity plans expands our inspiration to act by building our impression of our self-adequacy and authority, making smugness and a feeling of satisfaction from having accomplished the objectives, and developing inherent enthusiasm through dynamic inclusion all the while. Thus, students may have to be exposed well enough to set better goals for their future because it would increase their motivation and self-satisfaction.

Last, as regards the themes planned based on the participants' challenges, there are a lot of degree programs or even tracks that are not available in the community. That is why most participants will just choose whatever is available near them. According to Jaeger (2003), screening hypotheses of training propose that, notwithstanding expanding singular efficiency, instruction fills in as a sign of more prominent profitability, and that this sign is remunerated in the work advertise. One expectation of the hypothesis is that people who get confirmations will acquire more than their partners with a similar number of long periods of tutoring who do not have the certificate. Thus, it is very important to receive a degree from the future preferred a program that the students like because there is a possibility of increased productivity. Also, numerous students believe that their financial issues are the hindrance for choosing tracks and future degree programs that they like, so numerous students from public schools are having financial difficulties; they assessed their family's financial status as something that cannot let them provide enough for the degree program or career that is best for them. Maybe because even their parents do not see the importance of getting a career for their children because they do not even have one. Also,

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Schatman (2016) said that one challenge in today's world is the financial anxieties experienced at home. This implies that finances somehow impact the career decisions of parents and students as well. It was also mentioned by the students that peer influence is one reason for choosing their tracks or maybe choosing their future careers as well, probably because they go together, they live in the same neighborhood, and they usually communicate with one another. Also, there are lots of students who do not plan, or set goals for their future, maybe because they were not trained well enough in how to do it. According to Maree (2019), today is the phase of rising adulthood that leaves many gifted youngsters reluctant and sometimes frustrated to choose and enter a set-out vocation venture due to the high saw workforce and cultural requests.

4. CONCLUSION

The prominent and striking qualities that stand out in this humble hunting for facts about the trends and challenges of Senior High Schools in Career Preferences are: students often choose careers that suit the needs of my family which is supported by the parent role development theory which emphasizes the role of parents and the family. Sometimes, they use Facebook, LinkedIn, Twitter, My Space to seek a job, base their choices in popular courses/degrees today, they even use technology to do that or choose a career that fits their abilities. These can be explained by the social learning theory, where students' decisions may be influenced by internal and most of all external factors that they observed in society. Based on the findings of the study, the researcher highly recommends the effective and implementation of the career pathing design. First, the school can use the intervention plan with its detailed activities for the students, parents, and the GCAs.

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