

FACTORS AFFECTING THE CAREER CHOICE DECISION OF SHS IN CENTRAL LUZON

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Abstract

In a fast-paced society, planning for the future is essential. In relation to this, career planning has long been a factor to be considered in ensuring financial success and career stability. The advent of information technology gave birth to the complexities of career choice among students. The focus of the study was the determination of the factors significantly affecting the career choice decisions of the Senior High School students. The factors affecting the career choice decision of the Senior High School students were determined by asking the students to respond to provided statements on socio-economic profile as indicators of its sub-categories namely: social, economic, environmental; and student profile with sub-categories on personal and academic ability.

Keywords: Planning, Career, Information Technology, Education.

Introduction

The right career choice for the students entering the professional education is critical having a high impact on their professional life and future achievement. This is the turning point: it cannot be left on intuition preconceived notions, wild imagination or popular concepts. A misperceived career choice directs all individual efforts and resources into wrong directions, when not aligned with the expectations; would not only be frustrating rather than draining of the individual energy and wastage of resources. The re-alignment is possible, but it has serious implications in terms of time, money and motivation.

The career choice of the students must need to be based on: strong knowledge, complete information, and appropriately guided, matching individual personality type and other intrinsic and extrinsic factors. The students need to be oriented on new emerging trends, future opportunities and challenges in the context of career choice options. They need to know the prevalent market trends and practices and job scenario of various sectors (Ahmed, 2017).

Unemployment rate in the Philippines is commonly associated with the misfit between graduates produced by universities and colleges and the workforce needed by different countries. The wrong choice of course taken by most high school students adds to the unemployment and underemployment rate of newly graduated students (Pascual, 2014).

Senior high school students need a lot of professional advice especially when it comes in choosing their careers. It is in this period, where students are advised to prepare for their future worthwhile occupations. Choosing the perfect career that will fit is one of the most important and crucial decision that every person has to make. This can be one of the measures whether an individual will be successful in the future or not. At this stage, self-realization, role try-outs, occupational exploration in schools and finding the first job is the tentative step.

It is in this stage when teenager needs guidance in the proper selection of their desired career. Whether they will arrive at the right decision considering their innate capacities, educational privilege offered to the students and other resources that society makes available for them to be more efficient and effective (DepEd, 2017).

Then, it is the responsibility of guidance counselors to supply these senior high school students with enough and pertinent information and proper interpretations concerning these abilities, aptitudes, interest, needs, temperament and personal characteristics to help them make crucial decisions. What most likely could lead the students to their maximum development and ultimate success is likewise the concern of educational guidance. Through these programs, the students are given assistance in attaining a high level of efficiency and satisfying results in the activities in which they will engage in. As a whole, they will be helpful in formulating the systematic goals and plans for their future.

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Students' career success can be best attained if proper guidance is given in choosing the right course in college, suited to students' personality, ability and intellect. Helping students choose the career that suits them can be done by integrating career plan with the curriculum so that students can make good decisions in what course to take in college. Collaborative effort of the school administrations, guidance counselor and parents should also be made to come up with better career plan for every individual student.

Educational leaders and programmers have agreed that instructions in schools be made to suit the student's needs and prepare for a life work where they could utilize their abilities, talents, and interest so they could find satisfaction and self-fulfillment. Bautista (Bulaong as cited in Rosaldo, 2017) stated that elementary education provides a foundation for formal education. It is when high school where students start to feel tangibly about career preferences. Rosaldo (2017) stressed that the redirection and guidance of the high school youth because; it is in this stage where skills, capacities and decisions are developed. The youth should get a thorough picture of their aspirations and expectations. According to Supeer (2005), the students should first become aware of the need for a career. So every graduating student needs a wise choice in decision making. He stated that at this stage, a student must take important and vital decision in the selection which will determine his/her future success.

Maslow's hierarchy of needs is the fundamental theory of one's behavior including the motivation of doing something. The students' choice of career may be attributed to their physiological needs, good and decent meals, shelter for safety, recognitions and belongingness to the family, intrinsic motivation of self-discovery and actualization. It is for this reason that the researcher would like to investigate the factors affecting the career choice decisions of the student and create a possible curricular redirection and program development.

Significance of The Study

The findings of the study were expected to help determine the factors affecting the career choice decision of Senior High School students. In line with the main task of the research, this paper might be beneficial to the following individuals:

Administrators/Managers. This study can be a basis for possible curricular redirection and program development of the school.

Researchers. The study will enhance the critical thinking and analysis of the researchers regarding

research development. The findings of this study can also provide data and information that researchers need to support or refute similar studies and enrich findings of their studies.

Future Researchers. The study served as reference for future researches. This can be a guide for future researchers in doing research papers, and the findings can be used for additional information they would need to improve their research related to this study. The study will also help strengthen the conviction of schools on the need for conducting studies specifically on factors affecting the career choice decisions of students

Teachers. The study served as a reference for future programs for teacher development that will lead to better prepare students to be college ready. The findings of the study could help them work more effectively and efficiently.

Students. The study served as guide in making the right career choice considering the different factors.

Parents. The study can assist and guide their children to choose the right course taking into considerations the different factors affecting career choice decisions.

Guidance Personnel. The findings of the study may bear implications on the career choice of the students; thus, providing the counselors with insights and perceptions helpful in providing guidance to the students.

Theoretical/ Conceptual Framework

The study dispensed theoretical foundation on John Holland's Theory of Career Choice. The Theory of Career Choice postulated that careers are determined by an interaction between our personality and the environment which want jobs with people; thus, it maintains that in choosing a career, people prefer jobs where they can be around others who are like them. They search for environments that will let them use their skills and abilities, and express their attitudes and values, while taking on enjoyable problems and roles. Behavior is determined by an interaction between personality and environment. Holland's theory is centered on the notion that most people fit into one of six personality types such as realistic, investigative, artistic, social, enterprising and conventional (Leung, 2008).

Figure 1 depicts the conceptual model that was utilized in determining the factors affecting the career choice decisions of senior high school students.

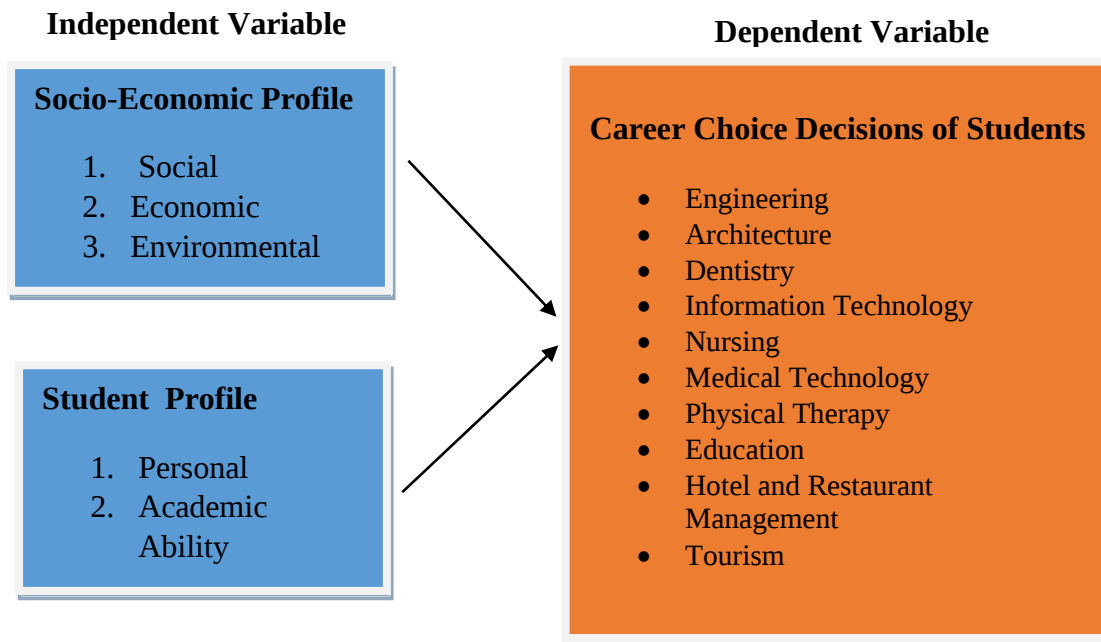


Figure 1: Conceptual Model of The Study

Statement of The Problem

The major problem of the study was to determine the factors affecting the career choice decisions of Senior High School Grade 12 students.

Specifically, this study sought answers to the following questions:

1. How may the socio-economic profile of the Senior High School students be described in terms of the following factors:
 - 1.1 Social;
 - 1.2 Economic; and
 - 1.3 Environmental?
2. How may the student profile of the Senior High School students be described in terms of:
 - 2.1 Personal; and
 - 2.2 Academic Ability?
3. What courses are preferred by the Senior High School Grade 12 respondents?
4. Do the social, economic, environmental factors, and student profiles significantly affect the career choice decision of the Senior High School students?
5. What management implications may be derived from the results of the study?

Hypothesis of The Study

The following hypothesis was tested at .05 level of significance.

The social, economic, and environmental factors do not significantly affect the career choice decision of the Senior High School students.

Definition of Terms

To achieve a common frame of reference, the following terms were conceptually and operationally defined:

Career Choice. It refers to the process through which students come to make career -related decisions.

Career Choice Decisions. It refers to the available courses which the students can take in tertiary education in preparation for the future world of work including: engineering, architecture, dentistry, information technology, nursing, medical technology, physical therapy, education, hotel and restaurant management, and tourism.

Socio-Economic Profile. It refers to social, economic and environmental factors perceived to affect the career decision making of the students.

Student Profile. It refers to personal and academic ability factors affecting the career decision-making of the students.

Scope and Delimitation of The Study

The focus of the study was the determination of the factors significantly affecting the career choice decisions of the Senior High School students. The factors affecting the career choice decision of the Senior High School students were determined by asking the students to respond to provided statements on socio-economic profile as indicators of its sub-categories namely: social, economic,

environmental; and student profile with sub-categories on personal and academic ability.

The study involved Senior High School Students in Grade 12 enrolled during academic year 2017-2018. It is noteworthy to mention that the respondents included only 345 Senior High School students from a private high school in Bulacan.

Review of Related Literature

This section of the study presents the review of related literature and studies from the local and foreign sources which added more relevance and depth on the topic of this research study.

Factors Affecting the Career Choice Decisions

In a fast-paced society, planning for the future is essential. In relation to this, career planning has long been a factor to be considered in ensuring financial success and career stability. The advent of information technology gave birth to the complexities of career choice among students. Issa and Nwalo (2008) considered career choice as a critical point in the life of an individual due to a person's future role in the society. In this regard, every individual is bound to come to a point of career decision-making at some point in his/her life. Super as cited in Witko (2005) determined the significance of career planning during early adolescence and young adulthood. In the Philippines, as well as in most countries, this stage is similar to high school years.

Failure in career planning causes problems to society. Ahmed, Sharif, & Ahmad (2017) asserted that a wrong career choice directed efforts and resources to a wrong direction. Misalignment with expectations exhausts personal energy and wastes resources. Furthermore, Pascual (2014) associated underemployment in the Philippines to the misfit of the needs of the workforce needed in different companies to the graduates of the different colleges and universities. Another predicament was mentioned in the study of Anbuselvan et al. (2013) where he said that there were problems faced by the students due to the matching of their skills and school performance with the right career choice. Students do understand the importance of career planning and the problems caused by failure to plan for their careers. The study of Hiebert et al. as cited in Witko, Bernes, Magnusson, & Bardick (2005) revealed that three (3) career-related concerns were in the top five students' needs. Moreover,

Socio-economic Profile: Pascual (2014) found that the first consideration of the students in the choosing a college course is the availability of work after graduation. The existing industry

demands affected the career choice of the students which the higher educational institutions need to address. Over the past decades, the career for both women and men has changed. Currently, jobs are more diverse and many jobs have shifted from one area to another. Overtime, the culture and the economy changed. In the 1970's, many women entered the workforce. At the same time, people of different races were also merging into the job market, crossing lines that have never been crossed before. For men during this time period, it meant that they had to compete with women for the same jobs. In the 1980's, technology was on the rise with computers and other electronic equipment providing faster technology. This opened up more job opportunities for men and women who had the skill set to work with computers. Technology, also, changed the way employees worked in America. Computers changed how files were stored, how information was kept, and also sped up the process of work all together. In the 1990's, the United States was coming out of recession and job growth for high paying groups grew faster than lower paying groups. Earnings in real estate, insurance, and services increased more than other industries. Blue collar occupations had a higher increase in employment than any other employment sector in this decade (Ilag and Haugen, 2000). Over time the job market has seen many changes. Economic growth, improvement in technology, demographic shifts, and changes in consumer taste has all affected employment both positively and negatively. Both the number of jobs and the type of jobs that are available have been affected. As our country evolves and grows, our job fields will continue to grow and change (Su, 2004).

The economy is one of the fundamental parts of the job market. Economic growth leads to higher employment rates and increased spending. The growth of business leads to possible expansions, which create more job opportunities in the workforce. A growth in the economy of some fields can attract students to those fields. Technology has changed the way people work in America. The growth in technology has made production faster and increased the amount of work that is done (Leicht, 2002). These changes in technology can have both a positive and negative effect in the workforce.

There are several factors to be considered in choosing a college course. Many researchers have argued over the most significant factor/s, and in this sense, many studies have already been made. Ahmed, Sharif, & Ahmad (2017) considered the level of social class, financial resources, affordability, and future employability as influential factors in students' career choice. They investigated the factors that influenced the career

selection choice of the student and create a possible alignment between their preferences and the institutions curriculum and offerings - the former objective being relatively replicated in this study.

According to Beggs et al. (2008), the salary and benefits of a job do not play a role in this decision and that the factor which matches with interest rated over job characteristics, major attributes, and psychological and social benefits in importance when students choose a course. Students will seek out schools that are well known for that major or trade. Most students were more concerned with the amount of money they can earn; however, there were a few students who pursue their dreams.

Studies conducted in different countries different cultures can sum up with different relationships among variables selected for the study, for example, in Kenya personality types and interest in subject is a factor that impacts lot on making career choices by the students, but if we look at this similar kind of study conducted in South Africa where demographics and culture are totally different it revealed that the financial factors impact on career choices of students (Fatima Abrahams et al., 2015).

Family and friends are considered to be an influential part of students' choice of major. Parents with an agriculture background most often have an impact in where students go to college. Family role models have more of an influence on what students major in (Wildman and Torres, 2002). There are many people in a student's life that can influence their career decisions. Most of the time, parents and friends play a large role, but coaches and teachers can also have a huge impact on a student's life (Wildman and Torres, 2002). Teachers and coaches can help a student to do better in school, to get into college or to get on a better path. The impact that these adults have on young students can have a major influence on their career path.

Academic or athletic coaches are role models for students and also play a big part in molding future generations. Coaches help prepare young men and women for the challenges outside of high school by exposing them to challenges including situations in and out of the classroom. How students react to these lessons early in life can play a big part in what decisions students make down the road. A bad role model or coach can have a negative influence leading to bad life choices, while a good role model or coach can have a positive influence leading to good decisions.

Students, whose parents own and operate small businesses, may want or feel obligated to follow in

their parents' footsteps (Zody et al., 2006). Students may consider the ease of life that is available to them because a job would be available to them right out of school, they could hold a high position within the business, and there is a possibility that they might own and operate the business one day. However, children of family business owners often have more experience with how the business world operates. These students have often worked in the family business their whole life, experiencing all of what their parents went through in the day to day operation of the business. This can have a positive or negative effect on the student.

Many students believe that to live a comfortable lifestyle they need to be economically stable. When these students look into a major or a career path, they seek out the higher salary jobs or they look for majors that involve the most job security (Wildman and Torres, 2002). The financial aspects that students consider include high earning potential, benefits, and opportunities for advancement (Beggs et al., 2008). Given the current economy, and American culture, many students think they need a high paying job to make it in society these days. Along with stability during their career, some students may even look ahead to retirement. Students want to make sure they are secure for the rest of their lives, and may look into careers that have benefits to help them in the long run (Wildman and Torres, 2002).

Student Profile: Singh and Agrawal (2015) studied the different psychosocial factors affecting women's career decision-making such as: self-esteem, well-being, family satisfaction, and socio-economic status. This study, however, is limited to assessing the factors affecting senior high school students' college course preference, without necessarily considering gender. Similarly, Kochung Edwards and Migunde Quinter (2011) made a similar study among secondary school students in Kenya, in which descriptive survey was used to examine factors influencing the students' career choices. In their study, it was found that Gender, as well as, Area of Residence, are the most highly influential factors in career choice based on the mean values obtained. In a deeper sense, these findings of the study point out that there were certain factors that influence the choice or non-choice of a certain career such as discrimination in some professions, particularly as regards gender. The results of their study coincided with the results of Myburgh (2005)'s findings. Edwards and Quinter (2011)'s study revealed that despite efforts to attain gender equity, Africa still has a long way to go especially when it comes to career choice. Then again, gender is only one of the

considerations, and many other researchers have studied the extent of the influence of other factors. Issa and Nwalo (2008) looked into the possible reasons why Library and Information Science (LIS) was chosen by the undergraduates of Nigerian Universities as a last resort. One remarkable contribution of the study was that it had established the extent of the influence of (library) working experience as a factor in making career decisions. In the study, Library working experience greatly outweighed the other factors such as: high social status and respect, prospect of well-paid jobs, bright future career prospects, good working conditions, and prospect of well-secured jobs. In a sense, most student-respondents valued retrospective ideas as compared to prospective ideas when they make their career decisions --- this idea is rather different from that of other studies that focused on prospective factors alone, and that providing students with hands-on experience with the kind of work related to certain fields through on-the-job trainings would well-likely be influential to their career choice.

Not all studies about career choices involved high school students and how they had decided on a certain career path from a variety of college courses. Some studies revolved around a much narrower setting of how certain student-respondents have chosen a specific major under a certain field. In the study of Fizer (2013), it was found that family is the most influential factor in choosing a major. It is important to consider that this study was done in a western country. In an Asian country such as the Philippines, where family bonds are very much stronger, Fizer's conclusion could may well be closely similar. The factors, personally rewarding and experience also proved to be influential and contributive to career decision-making. Fizer's study provided a backdrop for similar studies such as this research. In this regard, this study utilized Fizer's study in determining factors that may be considered influential to senior high school students' career choice.

Roney, Meredith, & Strong (2004) presented factors that affect career choice, as well as, satisfaction of Occupational Therapy students and found that participants with a secure attachment style rated people-oriented factors as important when choosing occupational therapy as a career and were more satisfied with their choice of career than the participants with an insecure attachment style. This study was vital in a sense that it was able to examine how a certain student attitude, in terms of attachment style, affects the attitude towards certain career-choice-influencing factors. Also, Baboolal and Hutchinson (2007) conducted a study which aimed to determine factors that influence career choice among first year medical

students and featured the influence of perception to attitudes in career selection, particularly in the case of psychiatry as a major. Baboolal and Hutchinson (2007) exemplified on the influence of introspective and retrospective attitudes to career decision-making.

In a national survey involving medical students' career choices, Lefevre, Kerneis, & Karila (2010) assessed several influencing factors categorized into two major types - motivations and drawbacks. In the study, four major determinants under motivation and four major determinants under drawbacks were assessed. The study concluded that the students' career choices regarding specialties or general practice result from the interconnection between several factors, including lifestyle, intellectual challenge, interest in the diseases managed, contact with patients, and the possibility of starting a private practice. These factors were, also, taken into consideration in the conduct of this study.

Another study conducted in Japan by Ie et al. (2014) discussed the factors associated to career choice of Family Medicine among Japanese physicians. The six categories studied were: Personal Background, Exposure to the Family Medicine Concept, Matching with One's Ideals, Influencing Factors, Seeking One's Own Solution, and Attractiveness of Family Medicine from Practitioners' Viewpoints. They found that although the respondents noted several negative influences on the choice of Family Medicine as a career (i.e., lack of social recognition and of a guarantee of livelihood, the absence of role models and training systems, and anxiety about an ambiguous identity), the factors of pioneering spirit and self-reliance can be strong accelerating influences in this newly-established field. In addition, the feeling that a new era is dawning in Family Medicine in Japan may contribute to the choice of family medicine as a career. These aforementioned factors are, also, deemed important in this study.

Personality is another important factor in career choice. Studies have shown that students will choose a major that they think will fit their personality type (Mihyeon, 2009). The confidence that a student has can determine how far a student will go with their education. Students who believe in themselves have more confidence and are more likely to go for what they want instead of settling for something that is comfortable. The personality of students can also play a role in choosing a major. According to studies, students who have an investigative personality are more likely to major in science fields. Students with an artistic personality are more likely to major in arts and in

interdisciplinary fields. Students who are very social people are more likely to major in the social sciences (Porter and Umbach, 2006).

Also, Edward and Quinter (2012) as cited in Ahmad (2017) disclosed that an individual's proclivity towards a particular field or subject, its predilection for a particular job and match between his personality and selected professions is an important factor contributing in career path. It is apparent that a relationship exists between personality and career interest in a particular subject. There is also personality differences in career choices amongst students stated by the study conducted on students of Institute of Technology in Ireland. Statistics showed that there is three times higher ratio of dropouts of adolescents from the course/subjects than from university. Higher Education Authority evidenced that this is because of wrong initial career choices. Clement (2014) investigated one of the major factors is the mismatch of personality with a career choices. In the process of making career choices, personality plays a significant role, productivity; fulfillment and motivation are directly related to the individual. Lack of fit can be the most dangerous cause of dissatisfaction and ends up in the stress career failure.

Rebecca et al. (2016) as cited in Sharif (2017) conducted a study on 399 students in Kenya which resulted in that there is a relationship between personality types, and career choice. Most of the students were satisfied with the course they selected before entering the university which indicates that suitable career choice for students would improve satisfaction and success in their course of study and future employment. But on the other side, when students make changes in their course section it indicated that the choices of subject selection did not go in line with their future career choices. Consequently, it constructs probability of the status of the relationship between personality types and career choice among undergraduate students in Kenya. The study revealed that there is a significant relationship between personality types and career choices among undergraduate students.

In the past, gender roles in the work force have been uneven and unfair. Women usually had lower paying jobs than men. Currently the playing field between the two is more even. However, when looking at the workforce you can still find men and women in stereotypical job fields. Studies have shown that young men and women have different styles when it comes to choosing a career. Men have a more liberal and progressive style of thinking. Women prefer a hierarchical style of thinking (Mihyeon, 2009). Along with gender

differences in employment, there are also differences in race. In the past, minorities faced many barriers when trying to enter the workforce. However, the workforce is now required to have ethnic diversity among employees. The gains in diversity have been small because of career choices made by minorities, going from blue collar jobs to jobs in corporate and business settings (Gittleman and Howell, 1995). Studies have also shown that colleges have trouble bringing more ethnicities into agricultural majors. A major portion of ethnic students major in areas other agriculture, whereas the Caucasian race still represents a major part of the student body in agricultural colleges (Rocca, 2013).

Many students choose their major based on their academic ability (Beggs et al., 2008). However, some students do not have the ability or the work habits to succeed in some majors that may require more study than other fields of studies. These students may find a better fit in a less work intensive major that requires fewer difficult classes. This affects the career paths of these students. Other students have the ability to handle majors with greater workloads and choose the career path that will lead to a job requiring more education. Examples in this category include veterinarians, doctors, or lawyers. For jobs such as these, students need more than one degree.

On the other hand, some students have the drive to put in the work in very labor intensive fields but do not have the intelligence to perform the tasks that are needed for their chosen field (Beggs et al., 2008). These students often receive help from tutors, special education teachers, and special exceptions when taking exams and doing homework. Students are given every opportunity to excel and work in their field. Based on grade point averages, agriculture colleges are receiving students with good high school GPA's. Studies showed that the average high school GPA of agriculture students is above 3.0 (Rocca, 2013); therefore, students who entered agricultural majors generally have the ability to excel in their selected areas of agriculture.

A vast majority of candidates enrolled for university majors found themselves lacking intellectual abilities required for certain elective courses. They wanted to ease their lives by avoiding enrollments in such majors or specialized courses. They do not want to involve in the fields that may sound to require extensive hard work (Fizer, 2013). Tanuja Agarwala (2008) investigation taking-in-to account 93 Indian candidates who have adopted management science discipline indicated that expertise, competencies and capabilities of students are the core factors in

career decision beside their fathers' influence as foremost ones.

On the other hand, personal factors mean that every student has his/her own set of circumstances quite independent from the others. Age, gender, family background or ethnicity is considered as such. Many studies on choosing a university explore the influence of these kinds' of personal factors. Dawes and Brown (2002) said that before choosing university, students went through three decision sets namely the students' awareness set, consideration set, and choice set. Sidin, Hussin, and Soon (2003) stated that the personal factor as an important part of students' university choices criteria. Nora (2004) identified that all students, regardless of their ethnicity, are more likely to reenroll if they feel accepted, safe, and happy at their universities. Yamamoto (2006) shows that personal preference is the most influential factor in university selection for Turkish students. Alves and Raposo (2007), also, noted that personal factors have the most positive influence on students' choice of a university in Portugal.

Career Choice Decisions of Students

There are many majors and career paths available to students. The Princeton Review (2013) divulged that the top five (5) college majors are business administration and management, psychology, nursing, biology, and education. Statistics showed that agriculture is not the most popular major field; however, agricultural economics and agricultural production are among the top ten majors with the highest employment rate (98%) in the United States (Business Insider, 2013).

Many factors can influence come into play when college students choice of career path. Students will typically take into account the quality of life they want when they are older. Factors such as interest in field, academic ability, familiarity, economic stability, and influential people can all play a role in the decision. Zing (2007) revealed that personal liking of an individual towards a particular subject contributes in his career selection decision. Shertzer and Stone (2003) as cited in Ahad (2017) found that the interest depicted by students in some subjects will mostly lead to the better examination performance and selection of profession in the same direction. Alexander et al. (2011) found that the liking of the subject has chief significance when looking at the factors contributing in professional direction adopted by students.

Even though technology continues to evolve and grow, there will always be a demand for trade centered on who want to work straight out of high school. Some high school students join the armed

forces after graduating. Such students may want to follow the path of their parents or find that military service is a way to pay for more education. The armed forces can help students who struggle with structure and motivation, something that students need when continuing on to college or trade school (Gilroy, 2007). Some students will go to trade schools instead of attending college. Trade schools can provide training in fields such as mechanics, welding, electricity, or plumbing. The short school year allows students to go to work more quickly after graduating from high school instead of having to stay in school for four or more years. Trade schools also allow students to work in a field of interest while going to school.

A study conducted on 721 undergraduate students established the role of major sources of financial support for the students: parents and bursaries were found as significant among these. Results also revealed that forecasted future benefits from the career including chances for higher future earnings and promotions were factors that influence career choice amongst undergraduate students in South Africa, beside that visits from professors is also an influential factors in making career choice. Another construct or item that is widely discussed in researches is financial constraints faced by individual, hampering their decision making process of career selection. Kerka (2000) claimed that piece of information utilized by individuals and financial resources at their disposal significantly interfere in individuals' decision making process of career selection. Ushure (2014) indicated that limited finances available to students will affect them negatively in their preferences of profession selection. Their desires to become specialist in renowned fields like engineering, doctorate etc. would be restricted by the availability of finances to them. He also argued that in some cases even the children who belong to low status families' ends up entering in high status professions despite their high cost. This is because their parents want them to enjoy those aspects of life that they have missed out due to their sufficient wealth. Bochert (2002) found that opportunities opened to an individual can contribute significantly one's choice of desirable career. Poverty and income constraints hinder their way of career success so these opportunities in various forms help them in shaping their career path.

Also, students often change majors during their college career. Research has shown that 50 to 75% of students change their major at least once during their college career. Students change their majors for several reasons: hasty initial decisions without the proper knowledge, peer pressure, improper use of resources, or poor academic performance. When deciding to change majors the choice of a new

major is most influenced by the reputation of the major itself (Cunningham, 2009). Students may be unsure about a career path or may be unable to choose between two career paths. There are tools for students in college and high school to help them choose a career. These tools include career tests, career counseling, job fairs, and job shadowing. Career tests usually offer a wide range of questions that will pool all of a student's interests and group them into possible job fields and majors. Career tests can show where students need development in skills or experience (Trusty et al., 2005). Students can also take advantage of many college prep courses to help them to sharpen skills that are needed to be successful in college. Some courses involve taking tests that will show activities and interests that can help students decide what path to follow. Guidance counselors can also help students by trying to match the personalities of students to careers that would fit them best. Counselors also help students to enhance skills such as communication, leadership, teamwork, and information gathering. When students graduate from college, counselors can help students into the career field. Counselors help students put resumes together, practice interviewing techniques, and find job openings in related fields (Alfred-Davidson, 2009).

Moreover, recruiting is another factor that plays a role in a student's decision making process. Students can be recruited by different schools because of academic performance. Schools and corporations both use recruiting as a way to draw in more students or potential employees (Herren et al., 2011). Students are recruited by companies to bring in new ideas and more talent to help companies grow. Recruiters from companies will show the benefits of working for that corporation to try and sway the student's decision. Recruiters use videos, brochures, coffee mugs, and many other things to promote their company. One way recruiters can meet students is by going to career fairs and colleges. Recruiters will go to a career fair to promote the company to future college graduates. Career fairs are face to face meetings between jobseekers and employers (HACCC, 2013) and are a great way for students to see what companies have to offer.

In today's workforce it is getting harder for college graduates to get jobs in their field of interest. Students get discouraged when entering the workforce if they cannot find a job related to their major. Sometimes the economy limits the number of jobs that are available for recent college students (Nabi, 2003). Students may have to wait long periods of time for a job in their chosen field, settling for jobs that are lower paying and out of their field of interest. Students who have

outstanding student loans are forced into other fields to earn money to pay off loans. Nationwide, companies are offering 17% less entry level positions to graduates than in previous years (Lee, 2008). Employers are becoming more selective in their search for new employees, often requiring more experience in the work force (Lee, 2008).

Thus, students often expect to start out with a high paying position. In contrast, most newly graduated students have to start from the bottom as interns and work up. There are a few positions that start at the top out of a student's field; students trained as doctors, nurses, or veterinarians, for example, have a better chance of getting high paying positions. Students lack the skills or experience needed to perform tasks for the jobs in their field (Nabi, 2003). Students may lack people skills, often meaning that a student is shy or has a hard time communicating with the public. Students who have never worked also lack the basic job skills that are needed to perform day to day operations. While in college, students often do not have a job. This leads to a lack of experience, and students have to take lower level positions when starting out in their careers. There are a number of students who do land a great job when graduating from college. This happens if a student has worked for a company for a long period of time during college or during summers. Students who get great jobs may also be highly qualified for the job, or the job may be in a field with high demand. Research shows that students who find internships in their career field secure jobs in their major more than students who do not (Callanan and Benzing, 2004). A declining job market takes students out of the entry-level positions.

Furthermore, career growth is an ongoing process for some people; they get engaged in different jobs through choosing amongst job opportunities available in the market. Every person undertaking the procedure of choosing opportunities objective by many factors, context they live in, personal aptitudes, and educational skills (Bandura, Barbaranelli, Caprara and Pastorelli, 2001 as cited in Ahmed (2017). It is natural that people always try to forecast or direct sometimes the future which is uncertain, so as students, always try to plan their careers for a secure future where superior job opportunities are the important factor that might prejudice the career choices. A career plan would help students to feel contented in their job which will directly leads to satisfaction. Preliminary career choices is an intellectual developmental job that youngsters are projected to have accomplished by the end of their high school year. Wide range of difference was found when mature students were surveyed, as they were not influenced by the culture but by securing their future. It is also found

that in middle class schools career choice counseling was not that important but in affluent schools counseling of making career choices was a norm.

Azizzadeh et al. (2003) as cited in Ahmad (2017) found that career opportunities in combination with prestige are the most important factor in the decision making process of surgical career selection. Often, it is thought that family and community as a sheer start to workplace willingness; though, this decision plays a key role in launching students on a career path that opens and closes opportunities. Muranguri (2011) confirmed that the presence of several agents, mixing up to give the resultant of profession selection. According to him, an individual's own trait, his cultural environment, his family experiences, guidance and expectation provided and pertinent to particular field has an effect on the occupation selected by an individual.

Methodology of The Study

This chapter presents the method and techniques, population and sample of the study, instrument of the study, and the data processing and statistical treatment which were applied in the conduct of research.

Method and Techniques Used

This study used the descriptive correlational method to determine the factors affecting the career choice decision of the Senior High School students in Central Luzon. Correlation research was considered suited to the study because the research

endeavor sought to determine relationships among two or more variables. Correlation research helps make more intelligent predictions and seeks to investigate whether one or more relationships of some type exist. In this study, the factors affecting the career choice of the students were quantified using weighted mean procedures and were interpreted using a set of descriptors.

Succinctly, the main task of this paper was to determine the factors affecting the career choice decision of the respondents. To accomplish this, the study utilized a quantitative research approach by deliberately measuring and analyzing quantitatively the subject variables. A quantitative study investigates specific phenomena by obtaining numerical data to objectively and effectively characterize the nature, relationship, and difference between and among variables.

A set of standardized questionnaire on the factors affecting the career choice decision of the Senior High School students was used as primary data gathering tools.

Respondents of The Study

The respondents were the three hundred fifty-four (354) randomly selected students belonging to the grade 12 level, who were enrolled during the School Year 2017 -2018. The population sample was computed using the Slovin's Formula. Table 1 shows the distribution of respondents for each individual school. As can be gleaned from table 1, there are three (3) private high schools where the respondents were selected.

Table 1: Respondents of The Study

Schools	Total Population	Sample
A		18
B		10
C		326
Total		354

Instrument of The Study

The study utilized a self-constructed questionnaire which the researcher tested for reliability. The instrument was test-ran to senior high school students at the other campus of the private high school who is not the target respondents of the study. Data gathered from the dry-run was submitted to a reliability test using reliability calculator devised by Dr. Siegle. The excel Spreadsheet Reliability Calculator, which was devised by Dr. Siegle (2013), was utilized by the researcher. The said spreadsheet provided for the following calculations: Cronbach's alpha, Split-half correlation and Spearman-Brown formula.

(See Appendix for Screenshots of Reliability test results.)

The self-constructed instrument was validated and tested for reliability. It was utilized to determine the factors affecting the career choice decisions of the Senior High School students. It is a two-part instrument which consisted of: Part One, the Factors affecting the career choice decisions of the SHS students and Part Two, the Career Choices of the students. Part One consisted of two sub-parts: Sub-part One, on the socio-economic Profile; and Sub-part Two, on the Student Profile. The Socio-economic Profile had three (3) categories namely: social, economic, and environmental comprising a

total of seventeen (17) statements. On the other hand, the Student Profile had two (2) categories namely: personal and academic ability comprising of thirteen (13) statements. The responses to the statements of the respondents were based on the given options: strongly agree (5), agree (4), neutral (3), disagree (2) and strongly disagree (1). To survey the courses preferred by the students, Part II of the instrument was on the Career Choice of the students from among the eighteen (18) enumerated career choices.

Data Gathering Procedure

The mode of the data gathering was the questionnaire method. Each of the respondents was given a structured set of questions to determine the factors affecting the career choice of the Senior High School students.

In gathering the data, the researcher carried out the following procedure:

1. A letter was sent to the Principal to seek permission for the conduct of the study with the utilization of a Five-point Likert-type self-constructed and validated instrument composed of two-parts.
2. With the approval of the Principal, the researcher commenced the distribution of the questionnaire to the respondents personally.
3. The researcher collected the questionnaires from the respondents and checked whether all the questions were answered.

Data Processing and Statistical Treatment

The data collected were tabulated and processed using the Statistical Packages for Social Sciences (SPSS). The findings were presented using the necessary tables and figures. To analyze and interpret the gathered data, the following statistical measures were used:

The Five-point Likert-type questionnaire was employed. Likert-type or frequency scales to be used is opted to measure someone's attitudes or behaviors. A Likert scale measures attitudes and behaviors using answer choices that range from one extreme to another (survymonkey.com, 2016). In 1932, Likert developed the principle of measuring attitudes by asking people to respond to a series of statements about a topic, in terms of the extent to which they agree with them, and so tapping into the cognitive and affective components of attitudes. The researchers will use unipolar, odd (5) number with midpoint (scale #3) as neutral, not sure, maybe, continuous and logical, and interrogative. In this study, the choices of the respondents were ranging from strongly agree to strongly disagree to allow the researcher to uncover degrees of opinion.

The factors affecting the choice of career were quantified using the following scale:

Range	Verbal Interpretation	Description
4.50 - 5.00	Strongly Agree (SA)	The respondent claims that he perceives the indicator as affecting his choice of career to a very great extent.
3.50 - 4.49	Agree (A)	The respondent claims that he perceives the indicator as affecting his choice of career to a great extent.
2.50 - 3.49	Neutral (N)	The respondent claims that he perceives the indicator as affecting his choice of career to a moderate extent.
1.50 - 2.49	Disagree (D)	The respondent claims that he perceives the indicator as affecting his choice of career to a very minimal extent.
1.00 - 1.49	Strongly Disagree (SD)	The respondent claims that the indicator does not affect, in any way, his choice of career.

Presentation, Analysis, and Interpretation of Data

This chapter presents, analyzes, and interprets the data gathered in the conduct of this study. For clarity of presentation and consistency of discussion, the data were presented following the order and sequence of the questions raised in Chapter 1, to wit: (1) the socio-economic profile of the students; (2) the student profile of the Senior High School students; (3) the courses preferred by the Senior High School students; (4) the effect of

the socio-economic and profiles of the students on their career choice decision; and (5) management implications derived from the results of the study.

The Socio-economic Profile of the Students

The socio-economic profile of the students was described in terms of the following factors: social, economic, and environmental.

Social Factors. Table 2 presented the respondents' profile in terms of the social factors.

Table 2: Students' Profile in Terms of Social Factors

Indicators	Mean	Interpretation
1. My friend's preference of career affects my career choice.	2.66	Neutral
2. My parents are the one who are choosing my career	2.53	Neutral
3. I consider the dominant profession of my family in choosing my career.	2.79	Neutral
4. I consider the influence of my teacher in choosing my career.	2.69	Neutral
5. I consider the choice of my sponsor in choosing my career.	2.61	Neutral
6. My friend's choice of school affects my career choice.	2.62	Neutral
Average	2.65	Neutral

It could be gleaned from the data illustrated in Table 2 that generally, respondents perceived their social profile as affecting their choice of career only to a moderate extent as proven by the obtained mean result of 2.65, which was interpreted as Neutral. The moderate extent with a verbal interpretation of neutral were observable in the following indicators: friend's preference of career (2.66); parents' choice (2.53); the dominant profession in the family (2.79); teacher's influence (2.69); sponsor's influence (2.61); and friend's

choice of school (2.62). Furthermore, the data showed that the strongest social factor which affected the career choice decision of the SHS students was the dominant profession in the family (2.79), while the weakest social factor was the parent's choice (2.53).

Economic Factors: Table 3 presented the respondents' profile in terms of the economic factors.

Table 3: Students' Profile in Terms of Economic Factors

Indicators	Mean	Interpretation
1. I consider the financial status of my family.	3.33	Neutral
2. I consider my supposed future earnings.	3.44	Neutral
3. I consider my future employment in choosing my track.	3.40	Neutral
4. I consider my preferred track for I could already earn an income while studying.	3.27	Neutral
5. I consider the costs/expenses in choosing a course.	3.27	Neutral
6. I consider the fees that the career entails.	3.31	Neutral
Average	3.34	Neutral

It could be deduced from the gathered data that students perceived the environmental factors as affecting their career choice to a moderate extent as manifested by an overall obtained mean of 3.34, which was interpreted as Neutral. The moderate extent with a verbal interpretation of neutral were observable in the following economic factors: financial status of the family (3.33); supposed future earnings (3.44); future employment (3.40); income earned while studying (3.27); costs/expenses (3.27); and fees that the career

entails (3.31). Furthermore, the data showed that the strongest economic factor which affected the career choice decision of the SHS students was the supposed future earning (3.44), while the weakest economic factors were both the income earned while studying and costs/expenses (3.27).

Environmental Factors. Table 4 presented the respondents' profile in terms of the environmental factors.

Table 4: Students' Profile in Terms of Environmental factors

Indicators	Mean	Interpretation
1. I consider the place of my future work in choosing my course.	3.37	Neutral
2. Far residency and / or in accessibility to the desired school	3.26	Neutral
3. I consider the conducive learning environment of the school.	3.48	Neutral
4. I consider the school uniform of the school in choosing a course	2.88	Neutral
5. I consider the quality of school, where the course is being offered.	3.79	Agree
Average	3.36	Neutral

It could be gleaned from the data illustrated in table 4 that generally, respondents perceived the environmental factors as affecting their choice of career only to a moderate extent as proven by the obtained mean result of 3.36, which was interpreted as Neutral. The moderate extent with a verbal interpretation of neutral was observable in the following indicators: the place of the future work (3.37); accessibility of the desired school/far residency (3.26); conducive learning environment of the school (3.48); the school uniform (2.88); and the quality of the school where the course is being offered (3.79). Furthermore, the data showed that the strongest environmental factor which affected

the career choice decision of the SHS students was the quality of the school where the course is being offered (3.79), while the weakest environmental factor was the school uniform (2.88).

The Student Profile of the Senior High School Students

The student profile was described in terms of the following indicators: personal and academic ability.

Personal Factors: Table 5 presented the student profile in terms of the personal factors.

Table 5: Students' Profile in Terms of Personal Factors

Indicators	Mean	Interpretation
1. My choice of school affects my choice of course.	3.37	Neutral
2. My preference of course is suited to my talent.	3.39	Neutral
3. My preference of course is my personal choice.	3.65	Agree
4. My preferred course is my "childhood dream".	3.27	Neutral
5. My preference course is connected to my favorite subject.	3.38	Neutral
6. My preference course is an in demand course.	3.41	Neutral
Average	3.41	Neutral

It could be gleaned from Table 5 that the student profile in terms of personal factors has been rated as Neutral from which could be inferred that the students perceived that these indicators of their personal profile affected their choice of career to a moderate extent with a computed mean result of 3.41. The moderate extent with a verbal interpretation of neutral were observable in five (5) of the six (6) indicators as follows: the choice of school (3.37); suitability to one's talents (3.39); childhood dream (3.27); connected to the favorite

subject (3.38); and an in demand course (3.41). The only personal factor which was, also, the strongest factor indicating career choice decision and where the respondents agreed was on the preference of course as a personal choice (3.65). On the other hand, the weakest personal factor was on the preference of course as a childhood dream (3.27).

Academic Ability: Table 6 presented the student profile in terms of the academic ability.

Table 6: Students' Profile in Terms of Academic Ability

Indicators	Mean	Interpretation
1. I consider the academic program based on the internship opportunities and hands-on experiences.	3.53	Agree
2. I consider my present scholarship for it is an automatic qualification to enroll in my choice of course.	3.50	Agree
3. I consider my previous grades in choosing my preferred course.	3.51	Agree
4. I consider my track in its grades in choosing a course.	3.56	Agree
5. I consider my preferred course based on my academic achievements.	3.48	Neutral
6. I consider my preferred course based on my skills.	3.65	Agree
7. I consider my preferred course because of the scholarship and subsidies is being offered.	3.40	Neutral
Average	3.52	Agree

In terms of their academic ability, it could be said from the data in table 6 that the student-respondents were of a consensus that their academic ability profile affected their career choice

to a great extent as apparent in the obtained overall mean of 3.52, which was interpreted as Agree. Except for item numbers 5 and 7 which were rated Neutral: I consider my preferred course based on

my academic achievements (3.48) and I consider my preferred course because of the scholarship and subsidies is being offered (3.30), the rest of the academic ability items were rated Agree, meaning that the students perceive these indicators affect their career choice to a great extent. The following were the items that were rated Agree and their respective mean results: I consider the academic program based on the internship opportunities and hands-on experiences (3.53), I consider my present scholarship for it is an automatic qualification to enroll in my choice of course (3.50), I consider my

previous grades in choosing my preferred course (3.51), I consider my track in its grades in choosing a course (3.56), and I consider my preferred course based on my skills (3.65).

The Courses Preferred by the Senior High School Students

Table 7 presented the list of Grade 12 senior high school students' career choices/preferences in the order of rank.

Table 7: Courses Preferred by The Students

Indicators	Frequency	Percentage
1. Accountancy	108	30.51
2. Business Management	105	29.66
3. Education	23	6.50
4. Civil Engineering	21	5.93
5. Hospitality Management	14	3.95
6. Mass Communication	10	2.82
7. Architecture	9	2.54
8. Nursing	9	2.54
9. Tourism	7	1.98
10. Electrical and Communication Engineering	6	1.69
11. Computer Engineering	5	1.41
12. Information Technology	5	1.41
13. Mechanical Engineering	5	1.41
14. Psychology	5	1.41
15. Industrial Engineering	4	1.13
16. Economics	3	0.85
17. Aircraft Mechanic	2	0.56
18. Financial Management	2	0.56
19. Industrial Technology	2	0.56
20. Physical Therapy	2	0.56
21. Aeronautical Engineering	1	0.28
22. Criminology	1	0.28
23. Dentistry	1	0.28
24. Legal Management	1	0.28
25. Medical Technology	1	0.28
26. Medicine	1	0.28
27. Public Administration	1	0.28
Total	354	100.00

Apparently, majority of the respondents or 60.17 percent prefer to take up business courses in Accountancy and Business Management obtaining 30.51 and 29.66 percents, respectively. One hundred eight students out of the total of 354

respondents chose Accountancy, while 105 chose Business Management.

It could be likewise culled from the data that among the top 20 careers of choice, 12 courses are currently offered at La Consolacion University

Philippines as follows: Rank 1 - Accountancy (108 students, 30.51%), Rank 2 - Business Management (105 students, 29.66%), Rank 3 - Education (23 students, 6.5%), Rank 5 - Hospitality Management (14 students, 3.95%), Rank 6 - Mass Communication (10 students, 2.82%), Rank 8 - Nursing (9 students, 2.54%), Rank 9 - Tourism (7 students, 1.98%), Rank 11- Computer Engineering (5 students, 1.41%), Rank 12 - Information Technology (5 students, 1.41%), Rank 14 - Psychology (5 students, 1.41%), Rank 18 - Financial Management (2 students, 0.56%), and Rank 20 - Physical Therapy (2 students, 0.56%). One student-respondent representing 0.28% of the total sample population chose Medical Technology, while another one chose Medicine.

As presented in table 7, it could be gleaned that most of the student-respondents would like to pursue Business related course. The following are some of the reasons of cite by the students.

"I choose business course because I want to explore the business world that I will be part of when the time comes. This can help me to have knowledge to how can I properly run a business." Cedric

"It has been my constant dream to step on the corporate world and to be able to do that, I took up a business course to mold my skills as it would help me to adjust to the corporate field once I graduate." -MM

"I choose business course because I want to build my own business in the future and help my family. I can't do a job until i get old if that time comes I have an income that i can use in my daily life." "I choose business course because it enables me to be knowledgeable about different aspects of business including accounting, marketing, finance, etc. In such will help me develop my business skills that would allow me to run my own business." "Business industry has wide range in any angle, because business is also choosing to be practical in life, especially when building an ownership business and not just contentment onto being just an employee. Having mind of a business is also

having more futuristic views of the reality." I choose business course because it can help to develop my broad understanding about business that fit on me someday and provide knowledge on how can I strategize business as a marketers. It is how I start contributing in the employer, because I have the knowledge so that I think it will effectively apply on selective jobs that offer to me. I prepare myself to the industry that I want to work with and get a relevant job that fit on my experience." I choose this course because i know i have the capacity to excel in this field. I know in myself that I have the abilities that a certain business woman must have. I see myself engaging with some business matters and dealing with it. One of the reasons also why I choose it is because my family is involved in the field of business that is why I wanted to study things about it so I can help improve our family business. And lastly, i choose this because I know that there is a great future that waits for me in this Course rather than other courses." "I choose this course because I want to be a successful business woman someday or may be have a big company. It's not about the course it's about the willingness to success in near future. It will become a way to help others." I took a business course because I want to be a successful business woman someday like my parents. I also like doing paper works and the thought of me being in an office and managing my business." I choose business related course because the career path that I'm going to choose is anchored through it." Because for me business is one of the most knowledgeable thing that we need to learn in this industry. Because knowing business is something about knowing your career in life. And as a human person if we don't know what business really talks about, I think it's going to be difficult for us to socialize in our industry."

The Effect of the Socio-economic Factors and Profiles of the Students on their Career Choice Decision

Table 8 presented the regression analysis of the socio-economic factors and profiles of the students on their career choice decision.

Table 8: Regression Analysis of Socio-Economic and Students' Profile on Career Choice

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	12.464	2.066		6.032	0
Social	0.638	0.327	0.107	1.951	0.050*
Economic	0.403	0.509	0.054	0.793	0.429
Environmental	0.955	0.601	0.112	1.589	0.113

Personal	0.094	0.562	0.011	0.167	0.868
Academic	0.028	0.593	0.003	0.046	0.963

R-squared = .027

f-value = 1.943

p-value = .087

alpha = 0.05

Analysis of the data in table 7 revealed that factors affecting career choice namely: social, economic, environmental, personal, and academic were positively correlated with career choice/preference in varying extents as demonstrated by their resulting B coefficients which are non-zero. The analysis of the results further revealed that the independent variable indicators were positively correlated with career choice in varying extents. The B coefficients presented the amount of change in the career choice that is associated with a change in one unit of the aforementioned variables under factors affecting it. The magnitude of their values was relative to the means and standard deviations of the independent and dependent variables in the equation. The same results indicated that for every unit increase in the factors affecting the independent variable, a corresponding increase in career choice is generated. So that for every unit increase in the social, economic, environmental, personal, and academic factors, a corresponding increase in career choice a corresponding increase in one unit of career choice was generated at .638, .403, .955, .094, and .028, respectively.

The beta value, which is measured in units of standard deviation, measures how strongly each predictor variable under factors affecting career choice influences the criterion (dependent) variable which is career choice or preference. Therefore, a beta value of .107 indicated that a change of one standard deviation in the predictor variable social factors resulted in a change of .107 standard deviations in career choice/preference. Since the beta value of Environmental factors was the highest of the five (5) variables under factors affecting career choice, it could be culled that Environmental factors had the greatest impact on positive career choice. This was followed by social factors (.112), then by Economic factors (0.054), Personal Factors (.011), and lastly, Academic Factors (.003). Academic Factors had the weakest impact on Career Choice/Preference.

Results of the analysis of variance test revealed an F ratio equal to 1.943, with an associated probability equal to .087, a value much greater than .05. However, with regards to the Social Factors, the associated probability is 0.05 which was equal

to the alpha level set at .05. The findings indicated that the null hypothesis which stated that the social, economic, and environmental factors do not significantly affect the career choice decision of the Senior High School students had to be accepted in terms of the personal, academic, environmental, and economic factors only. It could be said that singly, social factors can be considered as a determinant of career choice; therefore, the null hypothesis with respect to social factors had to be rejected.

It may be gleaned with a closer look at the coefficients that the aforementioned factors affecting career choice recorded B coefficients of .638, .403, .955, .094, and .028 for social, economic, environmental, personal, and academic factors correspondingly. This finding indicated that for every unit increase in the aforementioned factors would result to a corresponding increase in career choice/preference by as much 63.8 percent, 40.3 percent, 95.5 percent, 9.4 percent and 2.8 percent, accordingly.

On the whole, it could be said that the factors combined, exert no significant influence on the students' career choice. Apart from the social factor that individually has been found to significantly influence students' career choice, other factors likewise exert influence over career choice but not to a significant extent.

Management Implications Derived from the Findings of the Study

Some implications were derived based on the findings of the study as follows:

1. That there is a need for Educational leaders and curriculum programmers of three private schools in Central Luzon to design program offerings that are deemed suited to the student's needs and industry demands and will prepare them for a life work where they could utilize their abilities, talents, and interest so they could find satisfaction and self-fulfillment.
2. That the three private schools in Central Luzon craft out policies on scholarships and strengthen governmental ties, such as DEPED, PEAC to source out funding for the willing and competent students-aspirants;

3. That the private schools in Central Luzon review their career guidance program to and reach out to students and their needs specially in choosing their career and provide guidance in their life decisions.

Findings, Conclusion & Recommendations

This chapter presents the summary of findings, conclusions, and recommendations pertaining to the factors affecting the career choice decisions for SHS students.

This study made use of descriptive correlational method of research that utilized a self-constructed questionnaire as the primary data gathering tools. The respondents of the study were the randomly selected Grade 12 students from three (3) private schools in Central Luzon.

The null hypothesis was subjected for testing at 0.05 level of significance.

The social, economic, and environmental factors do not significantly affect the career choice decision of the Senior High School students.

This study, therefore, declared that Economic, Environmental, Personal and academic ability were found to be non-significant factors affecting the career choice decisions of the SHS while the social factors influence the decision of the students as revealed in the regression analysis. The data gathered were processed using the Statistical Packages for Social Sciences (SPSS) and were presented using appropriate tables and texts. The results were analyzed and interpreted using statistical tests such as Likert Scaling, mean and regression analysis in determining the significant effects of the socio-economic and student profiles on their career choice decisions. Using the aforementioned procedures, the findings of the study may be summarized as follows:

Findings

Problem 1: The socio-economic profile of the students

Students perceived their Environmental factors as affecting their career choice to a moderate extent as manifested by an overall obtained mean of 3.36, interpreted as Neutral. It could be said also that overall, the students were Neutral or believed that their Social Status or profile affected their choice of career or course to a moderate extent as evidenced by the mean result of 3.41. On the other hand, generally, respondents perceived their Economic Status or profile as affecting their choice of career only to a moderate extent as proven by the obtained mean result of 3.34, interpreted as Neutral.

Problem 2: The student profile of the Senior High School students

The student's Personal Factor Profile has been rated as Neutral which could be inferred that the students perceive that these indicators of their personal profile affect their choice of career to a moderate extent with a computed mean result of 3.41. In terms of Academic Ability, student-respondents are of a consensus that their academic ability profile affects their career choice to a great extent as apparent in the obtained overall mean of 3.52, interpreted as Agree.

Problem 3: The courses preferred by the Senior High School students

Majority of the respondents or 60.17 percent preferred to take up business courses in Accountancy and Business Management obtaining 30.51 and 29.66 percents, respectively. One hundred eight students out of the total of 354 respondents chose Accountancy, while 105 chose Business Management. It could be likewise culled from the data that among the top 20 careers of choice, 12 courses are currently offered at La Consolacion University Philippines.

Problem 4: The effect of the socio-economic and profiles of the students on their career choice decision

Since the beta value of Environmental factors was the highest of the five (5) variables under factors affecting career choice, it could be culled that Environmental factors had the greatest impact on positive career choice. This was followed by Social factors (.112), then by Economic factors (0.054), Personal Factors (.011), and lastly, Academic Factors (.003). Academic Factors had the weakest impact on Career Choice/Preference. Results of the analysis of variance test revealed an F ratio equal to 1.943, with an associated probability equal to .087, a value much greater than .05.

On the whole, it could be said that the factors combined, exerted no significant influence on the students' career choice. Apart from the social factor that individually had been found to significantly influence students' career choice, other factors likewise exerted influence over career choice but not to a significant extent.

Problem 5: Management implications derived from the results of the study

Some implications were derived based from the findings of the study as follows:

1. That there is a need for Educational leaders and curriculum programmers of three private schools in Central Luzon to design program

offerings that are deemed suited to the student's needs and industry demands and will prepare them for a life work where they could utilize their abilities, talents, and interest so they could find satisfaction and self-fulfillment.

2. That the three (3) private schools in Central Luzon craft out policies on scholarships and strengthen governmental ties, such as DEPED, PEAC to source out funding for the willing and competent students-aspirants;
3. That the private schools in Central Luzon review their career guidance program to and reach out to students and their needs specially in choosing their career and provide guidance in their life decisions.

Conclusion

Based from the findings of the study, the following conclusions were derived:

1. That the Economic factor moderately influences students' career choice. And that the Social factor has significant influence over the students' career choice. In contrast, parental influence may not hold true with the respondents' career choice as evidence by a lowest mean score. In addition, that the Beta Value of environmental factor has the highest variable affecting students career choice
2. That the student's Personal Factor Profile affects their choice of career with significant consideration to the respondents Academic Ability.
3. That Majority of the respondents prefer to take up business courses in Accountancy and Business Management. Among the top 20 careers of choice, 12 courses are currently offered at the private schools.
4. That the socio-economic and student profiles exert significant effect on their career choice.

Recommendations

Based on the findings and conclusions of the study, the following recommendations were hereby submitted:

1. It is highly recommended that the school management endeavor to continuously further enhance their career guidance program to properly guide students in choosing their career. It is also recommended to maintain provisions for the program and activities.
2. It is recommended to incorporate in the operational plan of the principal, administrators and policy makers the proper training of the teachers to integrate career choice decision making skills in the curriculum map and other related activities. It is also recommended to
3. Since majority of the respondents preferred to take Business Courses in Accountancy and

Business Management, it is recommended to intensify the program of the College of Business, Accountancy and Entrepreneurship of the university since it is one of the courses offering at the University.

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