

Career Preference of Senior High School Students in Eastern Tabuk District, Tabuk City Division

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ABSTRACT

The google form questionnaire was the main tool used in data gathering. The respondents are 224 grade 12 senior high school students in Eastern Tabuk District schools. The statistical tools used were the frequency, percentage, weighted mean, and single factor Analysis of ANOVA.

The Holland Code (RIASEC) test result determined the most preferred career are Social, Realistic, and Investigative careers while Artistic, Enterprising and Conventional are least preferred by the Grade 12 senior high school students in Eastern Tabuk District. Students who are social types are people like to work with other people rather than things, Realistic types of students are often good at mechanical or athletic jobs, and Investigative types of students who like to watch, learn, analyze and solve problems. Students with similar personality types such as Social, Realistic, and Investigative can build a workplace that is conducive to their style. Their work settings can also be categorized according to their interest, talents and expressing their morals and attitudes.

The identified most preferred course of the senior high school students in Eastern Tabuk District is the Social Science courses which includes the course in Bachelor of Science in Criminology, Bachelor of Science in Forensic Science, Bachelor of Science in Psychology, and Bachelor of Arts in Political Science while the least preferred by 1 or 0.45 percent of the respondent under the media and communication course is Bachelor of Science in Development Communication.

The extent of factors that affect the senior high school student course preference obtained a total average weighted mean of 3.60 described as much affected. This implies that most of the grade 12 senior high school students in Eastern Tabuk District are much affected with the factors that affect the senior high school student course preference.

There are no significant differences on the extent of factors that affect the senior high school student course preference in Eastern Tabuk District as to age, sex, school affiliation and monthly family income.

BACKGROUND OF THE STUDY

In the Philippines, unemployment and underemployment rates have somewhat increased over time, and one of the numerous causes is labor mismatch. The graduates may not have the essential skills and qualifications to work in the industries in demand, or their courses may not meet the needs of the contemporary economy. This may also be a result of most college students choosing the wrong major due to ill-informed decision-making when selecting courses (Pascual, 2014), as shown by reports (Business Mirror, 2016; ILO.org, 2017) that noted the high rate of skill mismatch in the nation.

According to (Trading Economics, 2019), the unemployment rate from 1986 to 2023 was 8.33 percent on average, with record highs of 17.60 percent in June 2020 and 4.20 percent in November 2022. Unfit graduates are among the causes analyzed for the nation's high rates of underemployment and unemployment. The causes might be that the graduates don't match the demands of the current economy or that they don't match the demand

of the course and don't possess the qualities needed by the relevant industry. This might be the result of a poor decision, of course, taken by the majority of college students as a result of haphazard course selection. As is observable from news articles mentioning the high rates of unemployment and underemployment in the nation, these are attributed to certain graduates' inadequate abilities and failure to satisfy the required qualifications of the companies.

According to the Philippine Institute for Development Studies (PIDS), SHS graduates struggle to get employment because 22 out of 26 organizations surveyed say they are not adequately prepared for the job. According to the report, 75.4 percent of SHS students interviewed from 18 schools intend to continue their education, while 10% want to pursue a career in the workforce, 13.7% want to combine their careers with their studies, and 0.9 percent are still unsure.

However, a sampling of 50 senior high school graduates in Grade 12 showed that 20 students, or 40%, were undecided about which course to choose, according to a study by (Tarectecan, 2018). Additionally, it listed the factors that influence the students' decision-making as being influenced by a person's wants and passions, financial resources, and environment, which, according to 50% of respondents, are fairly important. A peer's profession choice, according to 36% of respondents, is also moderately essential. Parents' choice, according to 34% of respondents, is also moderately relevant.

As shown in the current senior high school environment in Eastern Tabuk District Senior High Schools, there are senior high school students who are unable to specify their preferred field of study after the implementation of Career Guidance activities. There are clearly ambiguities present, but when students enroll in college, they only take the courses that are recommended to them by the guidance counselors at the colleges and universities where they enroll. The scenario that was seen would lead to an employment mismatch.

To be able to identify strategies to reduce graduates' mismatch qualifications for the required workforce of businesses and the government, institutions, and in particular the Department of Education, look for measures to improve the standard of education before beginning a college education. One of the main justifications for the government's implementation is the K–12 program in the educational system.

Producing graduates who are prepared with the knowledge and abilities to be effective citizens, as well as a larger labor force to support economic growth in the years following high school, is one of the goals of the K–12 program of the Department of Education.

In order to support student academic performance, school administrators take into account a variety of elements in addition to the curriculum and academics. In addition to student learning and academic engagement, students' social engagement is another perspective that is distinguished by a differentiated approach to schooling that supports students' achievement. Different resources, such as the counselor, may be needed to support students' social involvement.

According to the research (Lazarus, 2013), One of the functions of guidance and counseling is to enable a person to see and investigate his or her possibilities with no limits. Counseling for vocational guidance is one of the main services provided by guidance, and the goal of counseling is to design a career development program that will allow guidance counselors to help folks see and gain the abilities that will allow them to make better choices and plans for jobs, effectively adjust to work, control their own careers, and make effective transitions smoothly. He continued by saying that the National Career Development Association (NCDA) in the United States remarked in 1993 that "Helping individuals increase self-understanding of their abilities, interests, and values is one of the roles of guidance and counseling."

Several obstacles face career counseling in the Philippines today because there are no enough jobs to support a skilled labor force. First, choosing a vocation is a family issue in the Philippines. Approaching education as the "great equalizer" assumes that the educational system is based on a meritocracy in which talent, perseverance, and "rugged individualism" can lead to success, without emphasizing the appropriate career path that will lead them to success. In a statement quoted by Senator Angara during the 19th Congress "In a society with persistent

poverty, education can be the great equalizer". He strongly believe in the potential of every Filipino to succeed if they are given the right opportunities in life.

One of many crucial decisions that students will make that will affect their future plans is choosing a career. It turns into the largest obstacle in a student's life. Numerous, intricately intertwined factors interact in this process. It is a difficult undertaking that necessitates a difficult decision-making process. One of the most significant decisions that senior high school graduates must make is choosing a course to enroll in because it is an essential stage in their educational process. Most likely, their future success will be determined by their course preference.

Education is a very expensive commodity. The researcher's experience selecting her profession in academia demonstrated that there are various aspects to take into account while selecting a course. She was perplexed by the fact that her family's financial situation prevented her from selecting the course she wanted to enroll in on her own. After spending a year at the university as a Common First Year (CFY), she made the decision to enroll in the course that her family could afford and that would best prepare her for employment in in-demand industries.

This led to the researchers' goal of figuring out the Career Preferences of Senior High School students in Eastern Tabuk District, Tabuk City Division.

Conceptual Framework

The college course preference that students choose to take is influenced by a variety of factors.

According to a study conducted by (Pascual, 2014) through the Brainard Occupational Preference Inventory (BOPI), the findings revealed that the availability of work after college is the first consideration of students when choosing a course in college. The majority of students choose to enroll in courses in scientifically linked fields, or "popular courses" among Filipinos. Agriculture-related courses are the least popular.

According to (Quiño,2022), the most important elements affecting a student's decision to attend college are financial aid, educational equality, tuition affordability, the environment, and culture. According to the findings of this study, factors influencing college enrollment were related to opportunities. Now that they are aware of the nation's rising unemployment rate, which was also stressed, these students have the confidence they need to take the opportunity.

According to a study (G.Ouano et al., 2019) that sought to pinpoint the key variable that influences students' course preferences in relation to the other factors, The study came to the conclusion that the primary determinants of career preferences are opportunity-related characteristics, such as possible employment chances and academic settings (school facilities).

According to the findings of their study(Penedilla et al., 2017), students' career preferences depend on the resources that are accessible to them. Some kids are also held hostage by the tyranny of their parents or schools, which supply resources depending on those institutions' interests rather than the needs of the students. The study is unaffected by outside circumstances, which led it to the conclusion that senior high school students' choices of jobs and college majors are mostly determined by personal preferences. Their decisions, whether they are voluntary, advised, or compelled, are influenced by a variety of factors, ranging from academic credentials to social and economic situations.

According to (Widener, 2017), kids show signs of understanding economic problems and potential remedies. Due to the ongoing changes in the job market, students must recognize their opportunities, take them, and then move on. Students may make poor financial decisions by either overestimating or underestimating their financial circumstances when weighing the costs and rewards of attending college. Students shouldn't limit their opportunities to just one or give up if that opportunity disappears. In the absence of opportunities, individuals must create their own or choose a different program.

According to Finlayson, as cited in (Pascual, 2014), respect for family is one of the key factors determining the job choices of Filipino students. According to a consensus, "Out of respect and loyalty, it may not be appropriate to express personal desires; rather, one may alter one's interests to maintain harmony." As a sign of respect, Filipino children want to do well for the family, follow their parents' advice when selecting a job or a major in college, and finally, make sacrifices for the family.

In addition to other family-related aspects, students often consider economic difficulties, particularly the family income, as well as their employability and job availability in the future. Therefore, when choosing a vocation, employability—or the possibility of having a secure job—becomes an important factor.

There are a number of factors influencing students' career interests, according to a recent study (Bulao, 2022) on school and career preferences in Eastern Tabuk District schools. They are influenced by different elements to varying degrees. This may depend on the students' interests, aptitudes, parental or family advice, peer pressure from social media, the environment and standard of their schools, and their potential future employment chances. With the exception of social and peer influence, most of these elements exhibit quite strong levels of influence.

The National Economic and Development Authority (NEDA) claims that in order to establish a realistic goal that Filipinos should be clever and creative by 2028, with learning poverty having been greatly decreased, they considered the financial situation of the family as part of their assessment. In the Philippines, students have access to high-quality opportunities for lifelong learning that aid in their development of the knowledge, skills, and qualities needed to excel in both society and the workplace. Transformative lifelong learning opportunities will be vital in supporting and preserving the skills of families in order to ensure that all Filipinos are able to realize their full potential and keep up with the predicted socioeconomic transformation.

Career preferences can be identified through Holland's theory of Career Choice. The term Holland's Code and abbreviation RIASEC refer to John Holland's six personality types. The following summarizes the use of Holland's theory in Career preferences (Holland Code Assessment and RIASEC, 2018).

1. The six personality types of Realistic, Investigative, Artistic, Social, Enterprising, and Conventional make up the majority of people in contemporary culture. These are also referred to as Holland Codes or RIASEC.
2. Together, people with similar personality types can build a workplace that is conducive to their style. For instance, when creative people work together, they can create an environment that encourages and rewards original thought and conduct.
3. Work settings can be categorized into six categories: realistic, investigative, artistic, social, entrepreneurial, and conventional. "Work" encompasses activities that are performed for a specific goal, such as paid and unpaid occupations, volunteer work, sports, or hobbies.
4. People look for settings where they can make use of their talents and express their morals and attitudes. Investigative types, for instance, go for investigative environments, while creative types seek out creative environments, and so on.
5. People are more likely to be successful and content if they choose a workplace that fits their personality type. For instance, artistic people are more likely to be successful and content if they choose a work that has an artistic environment, such as choosing to be a dance teacher, which is a job "dominated by artistic type people where creative abilities and teacher in a dancing school-an environment "dominated expression are highly valued.
6. The environment at work (or at school) has a significant impact on how you behave and feel there. When working with others that share your personality type, you will be able to use many of their skills and will feel most at ease.

The proponent is an advocate for careers and one of the senior high school department's Career Guidance implementers. The Department of Education has given students the tools to choose their potential careers through the Career Guidance Program (DO 41, 2. 2015), yet the graduating seniors' minds are still clouded by doubt.

As stated in RA 10533, also known as the Basic Education Act of 2013, the Career Guidance Program (CGP) of the Department of Education aims to assist secondary-level students in making informed career decisions in order to become productive and contributing members of society. These programs motivated the proponent to look into the Career Preferences of the Senior High School students in Eastern Tabuk District, Tabuk City Division. The proposed independent variables are the result of the Holland's Code (RIASEC) Test, the course preferences of the senior high school students, and the extent of factors that affect senior high school students course preferences.

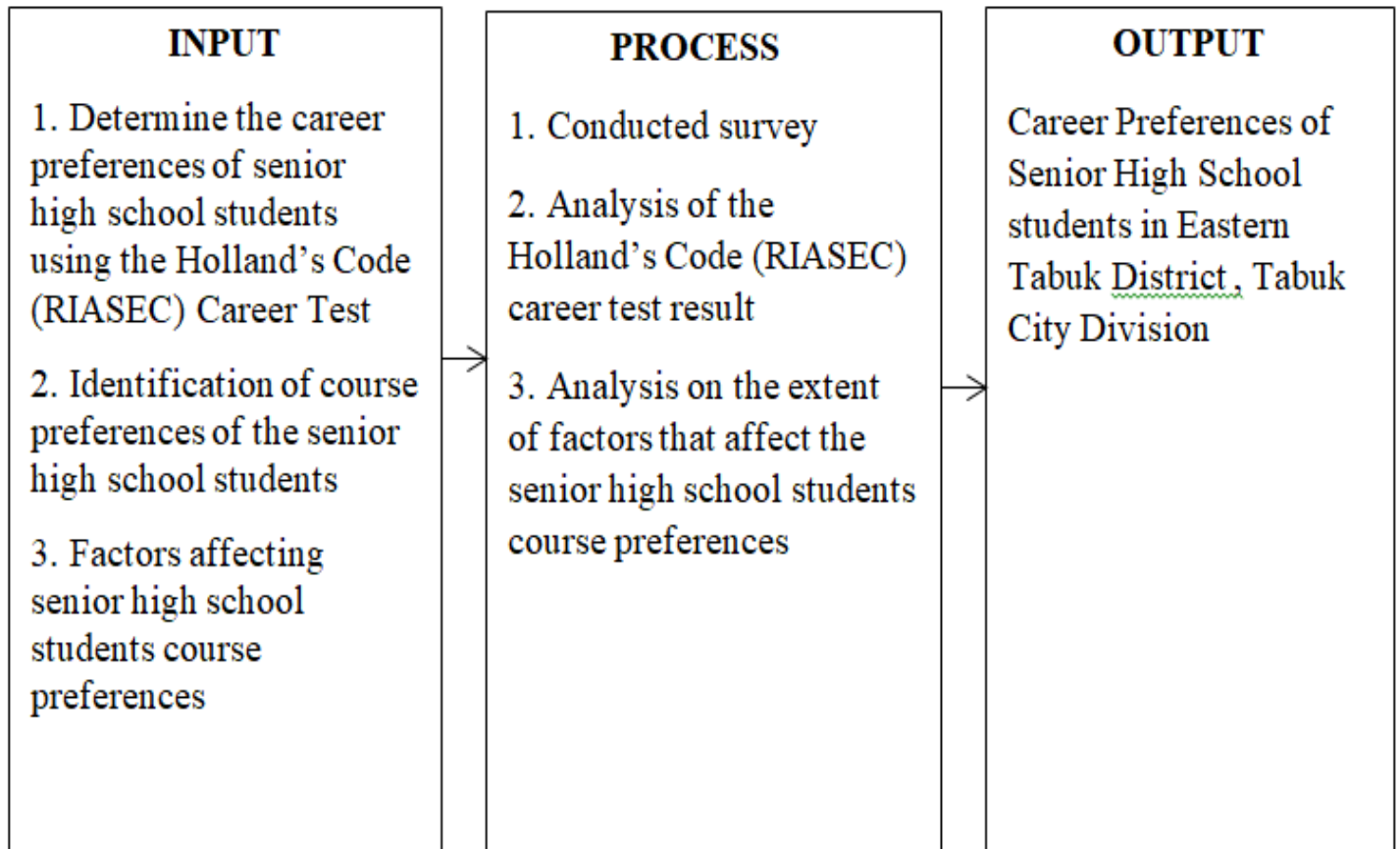


Figure 1. Paradigm of the Study

Statement of Objectives and Null Hypotheses

This study looked into the Career Preferences of Senior High School students in Eastern Tabuk District, Tabuk City Division.

Specifically, it aims to answer the following:

1. To determine the career preferences of senior high school students using the Holland's Code (Realistic, Investigative, Artistic, Social, Enterprising, Conventional) Career Test.
2. To identify the senior high school students preferred courses.
3. To determine the extent of factors that affect senior high school students course preferences.
 - 3.1. To find out if there are significant differences on the extent of factors that affect senior high school students course preferences as to moderator variables of age, sex, school affiliation, and family income.
 - 3.2. There are no significant differences on the extent of factors that affect senior high school students course preferences as to moderator variables.

Definition of Terms

For a better understanding of the terms used in this study, the following terms were used and contextually defined:

Artistic. It refers to a line of work for those who enjoy being creatively free to operate in unstructured environments. Related pathways are public and human services and Arts and Communication.

Business. It refers to courses that are related with the study that deals with the principles of business, management and economics.

Career. This refers to the area where successive progressive accomplishments are sought after, particularly in public, professional, or corporate life.

Career Guidance Program. This program aims to promote awareness in their importance of choosing a career that suits their skills and interests that matches the available resources and needs of the society (Deped order No.41 s. 2015).

Conventional. It refers to a career for people who are very detail oriented, organized and like to work with data. Related work in Health Services, Business and Industrial and Engineering Technology.

Course. A particular program of study that a student will follow in the future to get ready for a particular career.

Education. This refers to the courses in Elementary Education, Secondary Education, and Physical Education.

Engineering. This refers to the courses in agricultural, civil, mechanical, electrical, industrial, and biosystem engineering.

Enterprising. This refers to a career for people who enjoy persuading and performing. Related pathways are business, public, and human services.

Factors. The elements that a student should or shouldn't take into account when selecting a college course.

Family Income. The total income earned by all family members before taxes.

Formal Science. An area of study that uses formal systems to generate knowledge in Mathematics and Computer Science.

Health Science. This refers to the field of courses that teach skills and fundamentals for taking care of people in a wide range of medical specialties.

Higher Education Institution. This refers to public or private schools for higher education. They can have different names, such as university, college, academy, institute, or school.

Holland code RIASEC Test. An approach used in psychometric to see human personality through traits that are arranged in six personality domains which are formed using factor analysis (Tasrif, 2022).

Investigative. This refers to a career for people who like to watch, learn, analyze, and solve problems. Related careers can be in health services, Business, Public and human services, industrial technology, and engineering technology.

Media and Communications. This refers to courses related to the film industry, television, radio, journalism, publishing, and marketing.

National Career Assessment Examination. It is an aptitude test geared toward providing information through test results for self-assessment, career awareness and career guidance of junior high school students of the K to 12 Basic Education Program (Llego, 2016).

Natural Science. It refers to courses related to Agro-forestry.

Nutrition. It refers to courses related to Food technology.

Preference. It refers to a power, or opportunity to make a decision.

Public Administration. It refers to courses related to Social work.

Realistic. This refers to a career for people who are often good at mechanical or athletic jobs. Related work on Natural resources, Health services, industrial and engineering technology, and arts and communication.

School Affiliation. This refers to the institution where student respondents received an education. It could be either public or private.

Social. This refers to a career for people who like to work with other people, rather than things. Related work includes health services and Public and Human Services.

Social Science. The courses relate to the study of people; as individuals, communities, and societies; their behaviors and interactions with each other.

Survey. A method of gathering information using relevant questions from a sample of people with the aim of understanding population as a whole.

Importance of the Study

The results of this study will be beneficial to the following:

Local Higher Education Institutions. The results of the survey will be beneficial as they will be able to offer programs and will also help in the admission of the student in the local colleges and university.

School administration. The result of this study will help the school administration in putting up an effective, integrated career information and guidance system that plays a very helpful role in guiding students towards making the best possible career decisions.

Teachers. Teachers make a wide contribution in the knowledge and in molding every senior high student. If a student is able to finish studies and get a good job, teachers would be one of the proudest people for that student. All of the knowledge and advice that teachers taught the students were worth it. In this study, the teachers will be given information about the preferences of the students such that they can focus in the skills needed by the students if ever the latter would pursue the career they have chosen.

Parents. In this modern society, parents or guardians play a big role in the life of their child especially if the child is graduating. A parent will guide their child until that child can stand and compete with other individuals in the business. All parents only wish what is best for their child. In this study, parents will look forward in giving their child an assurance to acquire quality education that would enable them to obtain better job, better income and brighter future.

Students. In this account of the study, students are placed to be more benefited and advantageous. They are the center of the research because ultimately they develop the awareness of themselves, strength and weaknesses for their career development by continually summarizing and reflecting upon what they are learning from home, school and community.

Future Researchers. Future researchers who are interested to deal on a similar study can be provided with ideas through the findings of this work.

DESIGN AND METHODOLOGY

This chapter presented the research design, locale and population of the study, data-gathering tools, validity and reliability of the instrument, data gathering procedures, treatment of data, and statistical tools that were used to credibly carry out the needed data to come up with fruitful results.

Research Design

The researcher utilized the descriptive assessment method(Pascual, 2014) and the Holland's Code (RIASEC) Career Test. This would give descriptive information regarding the Career preferences of the senior high school students in Eastern Tabuk District, Tabuk City Division.

Locale and Population of the Study

The study was conducted in the private and public senior high schools of Eastern Tabuk District. The following are the schools with grade 12 senior high school students: Private school is the International School for Asia and the Pacific (ISAP) with 99 grade 12 students and Public schools composed of Agbannawag National High School with 90 grade 12 students, Bulo National High School,20; and Nambaran Agro-Industrial National High School with 15 grade 12 students, a total of 224 grade 12 students in Eastern Tabuk District, Tabuk City Division.

Table 1 presents the respondents according to variable of age.

Age Grouping	Frequency	Percentage (%)
16-17	11	4.9
18-19	144	64.3
20 and above	69	30.8
TOTAL	224	100

Table 1. Population of the Study as to Age

As reflected in the table, the largest number of respondents belongs to the age group of 18 to 19 years old, with 144, or 64.3 percent, followed by 69, or 30.8 percent, from the age bracket of 20 years and above, while there are only 11 or 4.9 percent from the age group of 16 to 17 years of age. The finding implies that most of the respondents are in their early adulthood.

Table 2 presents the population of the study according to the variable of sex.

Sex	Frequency	Percentage(%)
Male	103	46
Female	121	54
Total	224	100

Table 2. Population of the Study as to Sex

As reflected in the table, 121, or 54 percent, of the respondents are female, while 103, or 46 percent, are male. The finding implies that out of 224 respondents, females obtained the highest number of respondents.

Table 3 presents the population of study according to variable of school affiliation.

Table 3. Population of the Study as to School Affiliation

School Affiliation	Frequency	Percentage(%)
Private	99	44.2
Public	125	55.8
Total	224	100

Table 3 reflected that Public Senior High Schools obtained the highest number of students with 125, or 55.8 percent of the respondents, while private senior high schools obtained 99 respondents, or 44.2 percent of the total respondents.

This implies that most of the respondents were from Public senior high schools.

Table 4 presents the population of the study according to the variable of monthly family income.

Table 4. Population of the Study as to Family Income

Monthly Family Income	Frequency	Percentage (%)
Below ₱10,957	137	61.2
₱10,958 - ₱21,914	61	27.2
₱21,915 - ₱43,828	3	9.4
₱43,829 - ₱76,669	3	1.3
₱76,670 - above	2	0.9
Total	224	100

Based on the table above, the family with monthly income below ₱10,957 was composed of 137 or 61.2 percent of the respondents; the family with monthly income ranging from ₱10,958 to ₱21,914 was composed of 61 or 27.2 percent of the respondents; family income ranging from ₱21,915 to ₱43,828 was composed of 21 or 9.4 percent; and family income ranging from ₱43,829 to ₱76,669 had 3 or 1.3 percent of the respondents. The lowest respondents obtained 2 or 0.9 percent of the total respondents were from the family income range of ₱76,670 and above. The finding implies that most of the respondents have a monthly income of ₱10,957 or less.

Data Gathering Tools

The researcher gathered data through the use of a questionnaire assisted by Google Form and was divided into the following parts: Part I gathered pertinent information regarding the respondents' profiles; Part II determined the career preferences using the Holland's Code (RIASEC) Career Test; and Part III used a validated questionnaire checklist (Pascual, 2014) to identify the course preferences and determine the extent of factors that affect the course preferences of the senior high school students.

Validity and Reliability of the Instrument. Holland's concept served as the foundation for the items used to assess the senior high school students career preferences. The validity and reliability of the items contained in the Holland's Code (RIASEC) instrument were proved by the study conducted by (Tasrif, 2022).

The items on the checklist questionnaire used to assess how much a senior high school student's course preferences are influenced by various variables were developed based on research by Pascual (2014). The survey questionnaire was also presented to the College Research Council for approval before the administration of the

researcher's survey. Corrections and suggestions were incorporated. This makes the instrument considered reliable and genuine.

Data Gathering Procedure

The researcher sought permission from the Office of the Schools Division Superintendent, Tabuk City Division, through channels in the conduct of the study. When permission was granted, she coordinated with the different school heads per school before reaching out to Senior high school teachers. She asked for their assistance in the administration of the questionnaires to the grade 12 students.

Treatment of Data

The responses on the career preferences of senior high school students were quantified through the use of Holland's Code (Realistic, Investigative, Artistic, Social, Enterprising, Conventional) Career Test Result. Steps are the following:

1. Fill in the circle.
2. Add up the numbers of filled in circles in each column.
3. Using the grand total of scores from each column above, transfer the scores for each letter into the column below:

R = Realistic Total: _____

I = Investigative Total: _____

A = Artistic Total: _____

S = Social Total: _____

E = Enterprising Total: _____

C = Conventional Total: _____

4. Take the three letters with the highest scores and record them under "My Interest Code"

5. Turn the page to see the page to see the meaning of your interest code.

The responses to the identified senior high school students preferred courses were quantified through the use of the Recognized Commission on Higher Education (CHED) cluster of courses offered in Higher Education Institutions (HEIs) and the Holland's Code (RIASEC) clustering of courses.

For the responses on the extent of factors affecting the career preferences of the senior high school students, a 5-point scale was used. The numerical value, statistical limit, and verbal interpretation were shown below.

Numerical Value	Statistical Limit	Verbal Interpretation
5	4.21 – 5.00	Very Much Affected (MA)
4	3.41 – 4.20	Much Affected (MuA)
3	2.61 – 3.40	Moderately Affected (MoA)
2	1.81 – 2.60	Affected (A)

1	1.00 - 1.80	Not Affected(NA)
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Statistical Tools

The following statistical tools were used in the study in order to have an exact interpretation of the data that will be gathered:

Frequency. This was used to measure the population as to moderator variables and the students responses on preferred courses and career preferences.

G*power. This was used to determine the total sample size based on the number of subjects summed over all groups of the design.

Percentage. This was used to quantify the number of respondents as to moderator variables and senior high school students preferred courses. The formula is:

$$P = \frac{X \times 100}{N}$$

Where: P = Percentage

X = Frequency

N = Total number of respondents

Rank. This tool was used in the ordering of the first three highest scores in the result of Holland's Code (RIASEC) test and the extent of factors that affect the senior high school student's course preferences as to the moderator variables.

Weighted Mean. This was used to quantify the responses of the respondents by using the formula:

$$\Sigma XW = \frac{WiFi}{Fi}$$

Where: XW = Weighted Mean

WiFi = Sum of the Frequency

Fi = Number of respondents

Sample Size. A term used for defining the number of subjects included in a sample size.

Analysis of Variance (ANOVA) or F-test. This tool was used to find out if there are significant differences on the extent of factors that affect senior high school students course preferences. If the probability value is greater than the significance level of 0.05, we accept the null hypothesis that there are no significant differences in the factors that affect senior high school students course preferences as to the moderator variables.

Presentation And Interpretation of Findings

This chapter presents the data gathered, findings, and analysis on the Career Preferences of the Senior High School Students in Eastern Tabuk District, Tabuk City Division.

It further presents the findings on the career preferences of senior high school students using the Holland's Code (RIASEC) Career Test, the preferred courses of the senior high school students, and the extent of factors that affect Senior High School students career preferences.

Career Preferences of Senior High School Student using the Holland's Code (RIASEC) Career Test

Table 5 presents the career preferences of senior high school students using the Holland's Code (Realistic, Investigative, Artistic, Social, Enterprising, Conventional) Career Test.

Table 5. Career Preferences of Senior High School Students using the Holland's Code (RIASEC) Career Test

Career Preferences	Frequency	Rank
1. Realistic(These people are often good at mechanical or athletic jobs)	752	2
2. Investigative(These people like to watch, learn, analyze and solve problems)	673	3
3. Artistic(These people like to work in unstructured situations where they can use their creativity)	606	4
4. Social(These people like to work with other people, rather than things)	788	1
5. Enterprising(These people like to work with others and enjoy persuading and performing)	573	5
6. Conventional(These people are very detail oriented, organized and like to work with data)	525	6

As shown in Table 5, The grand total scores are ranked, and it revealed that the first three highest are Social, Realistic, and Investigative careers, which are the most preferable careers of the respondents, while Artistic, Enterprising and Conventional careers are the least preferred by the respondents.

The Social related pathways are Health Services and Public Human Services. Good college courses or majors are Counseling, Nursing, Physical Therapy, Travel, Advertising, Public relations, and Education. The personality suited for social careers is more likely to be seen in people who like to work in a team, like to help other people, like to train or teach people, are interested in healing people, enjoy learning about other cultures, and enjoy discussing issues.

The social related courses such as Bachelor of Science in Criminology, Bachelor of Elementary Education and Bachelor of Secondary Education are commonly offered at Kalinga State University (KSU), Saint Tonis College Inc. (STCI), International School of Asia and the Pacific (ISAP), Kalinga College of Science and Technology (KCST), and St. Louis College of Bulanao (SLCB). A Bachelor of Science in Nursing is offered at Saint Tonis College Inc. (STCI) and the International School of Asia and the Pacific (ISAP). The major courses in Physical Therapy, Travel, and Advertising are not yet available to all the local colleges and university.

Realistic related pathways are natural resources, health services, industrial and engineering technology, and arts and communications. Examples of college courses or majors are agriculture, health assistants, computers, construction, mechanics and machinists, engineering, and food and hospitality. The personalities suited for realistic careers are seen in people who like to build things, work on cars, take care of animals, put things together or assemble things, cook, and work outdoors. Realistic people are also practical people.

Kalinga State University (KSU) offers practical majors and courses like Natural resources-related courses in Agro-Forestry, Agriculture, Agricultural Technology, Food Production Technology, Health assistant-related courses in Midwifery, and Engineering courses. The International School of Asia and the Pacific (ISAP) provides courses in tourism management, hospitality management, and a Bachelor of Science in Computer Engineering. Saint Tonis College Inc. (STCI) offers a realistic course in hotel and restaurant management, while Kalinga College of Science and Technology (KCST) also offers a program in Bachelor of Science in Computer Engineering. Saint Louis College of Bulanao (SLCB) has no recognizable realistic course.

Investigative-related pathways are public and human services, arts, and communication. Good majors for artistic people are communications, cosmetology, fine and performing arts, photography, radio and TV broadcasting, interior design, and architecture. Investigative careers are also suited to personalities that are fond of solving puzzles, puzzle,like to make an experiments, and figuring out how things work. It is also evident among the students who enjoy science and math subjects. They enjoy working with experiments and numbers.

The only school that offers a bachelor's degree in Psychology is the International School of Asia and the Pacific (ISAP). The engineering course is also categorized as an investigative-related study and is offered both at Kalinga State University (KSU) and Kalinga College of Science and Technology (KCST). Kalinga State University is also offering an investigative course in Forensic Science. There are no Higher Education Institutions (HEIs) that offer courses in marine biology, chemistry, zoology, medicine or surgery, or consumer economics.

The least preferred careers of the respondents are Artistic, Enterprising and Conventional careers. Artistic career-related pathways are public and human services, arts, and communication. Good majors for artistic people are communications, cosmetology, fine and performing arts, photography, radio and TV broadcasting, interior design, and architecture. Enterprising career pathways include business, public and human services, and arts and communication. College majors or courses to be taken under this career are fashion/merchandising, real estate, marketing/sales, law, political science, international trade, and banking/finance. Conventional career pathways are health services, business, and industrial and engineering technology. Good college majors or courses to be taken with this career are accounting, court reporting, insurance, administration, medical records, banking, and data processing.

The Certified TESDA School of Cherwai provides artistic short courses like those in cosmetology. Kalinga State University (KSU) and the International School of Asia and the Pacific (ISAP) are both offering business administration courses, as well as courses in political science and entrepreneurship. The Cherwai Schools of Accredited TESDA courses have short-term entrepreneurial courses like those in bookkeeping and agro-entrepreneurship. The International School of Asia and the Pacific (ISAP) and Kalinga State University (KSU) both provide the traditional common courses, including bachelor's degrees in accounting, information technology, and office administration. Additionally, all private colleges in the area offer a Bachelor's degree in Information Technology.

Private colleges and the state university in Kalinga do not currently offer courses in photography, interior design, fine arts, architecture, or fine and performing arts. The majority of the mentioned courses are clearly skilled and can quickly lead to professions in the public and human services. Most of these courses are taken outside of the Kalinga province. When completed, the career would also lead to related entrepreneurial careers. For instance, a student might launch a photography-related firm after graduating from college.

Course Preferences of Senior High School Students

Table 6 presents the senior high school students course preferences.

Table 6. Senior High School Students Course Preferences(n=224)

	CHED Courses Category	Course Preferences	Frequency	Percentage (%)
R	Agriculture	Agribusiness management	1	0.45
		Agricultural technology	4	1.79
		Agriculture	20	8.93
	Engineering	Agricultural Engineering	10	4.46

	Health Science	Medical Technology	7	3.13
		Pharmacy	5	2.23
		Radiologic Technology	2	0.89
		Therapy	1	0.45
	Natural Science	Forestry	6	2.68
	Nutrition	Food Technology	2	0.89
I	Engineering	Civil Engineering	8	3.57
		Electrical Engineering	2	0.89
	Health Science	Forensic Science	4	1.79
	Social Science	Psychology	2	0.89
A	Media and Communication	Development Communication	1	0.45
		Tourism	2	0.89
S	Education	Elementary	6	2.68
		Secondary	21	9.38
	Health Science	Midwifery	7	3.13
		Nursing	21	9.38
	Public Administration	Social Work	15	6.70
	Social Science	Criminology	62	27.68
E	Business	Financial Management	2	0.89
		Hotel & Restaurant Management	1	0.45
		Office Administration	1	0.45
	Social Science	Political Science	1	0.45
C	Business	Accountancy	3	1.34
	Formal Science	Information Technology	7	3.13
Total			224	100

The table shows that most of the respondents want to take social science courses that include a Bachelor of Science in Criminology, a Bachelor of Science in Forensic Science, a Bachelor of Science in Psychology, and a Bachelor of Arts in Political Science. It is followed by 43, or 19.20 percent, who preferred Health sciences, which include courses in Nursing, Midwifery, Medical Technology, Pharmacy, Radiologic technology, and Physical Therapy. The education courses were preferred by 27 or 12.05 percent of the respondents, which includes the courses in Bachelor of Elementary Education and Bachelor of Secondary Education.

Agriculture courses were preferred by 25 percent, or 11.16 percent, which includes courses in Bachelor of Science in Agriculture, Bachelor of Agricultural Technology, and Agribusiness Management. Engineering courses were also preferred by 20 percent, or 8.93 percent, of the respondents. The Bachelor of Science in Social Work belongs to the Public Administration course, which is preferred by 15 or 6.70 percent of the total respondents. The business courses were also preferred by 9 or 4.22 percent of the total respondents; they include the courses in Bachelor of Science in Tourism Management, Bachelor of Science in Financial Management, Bachelor of Science in Accountancy, Bachelor of Science in Office Administration, and Bachelor of Science in Hotel and Restaurant Management. The Bachelor of Science in Information Technology is the only course under Formal science preferred by 7 or 3.13 percent of the respondents; the Bachelor of Science in Forestry is also the only course under Natural science preferred by 6 or 2.68 percent of the respondents; and the Bachelor of Science in Food Technology is under the Nutrition course preferred by 2 or 0.89 percent.

The RIASEC code clustering shows that socially connected courses are most prevalent, which suggests that the respondents' career preferences result for objective 1 matches this finding. Investigative courses and realistic courses—which rank second and third, respectively, on the RIASEC career test—come next.

The study also revealed that the agriculture courses are more preferred since it is a field with real-world applications, in contrast to the study by (Pascual, 2014), which ranked it as the least preferred course.

This demonstrates that students are aware of economic issues and potential solutions, and as a result, they are more likely to notice their options to adapt to ongoing changes in the labor market as stated by the study of (Widener, 2017), including potential employment prospects and discovering potential opportunities (G. Ouano et al., 2019).

Conventional, Enterprising, and Artistic-related courses are also among the least popular. It is clear that the courses that students preferred the most were the "popular" or well-known ones, and among these are the highly regarded criminology courses. The courses with the professional board examination are more popular with students than the ones without the professional board examination. This may be due to the widespread perception among students that taking popular courses is necessary if you want to get employment in the future (Pascual, 2014).

The findings of this study are in stark contrast to those of Finlayson, who was cited in (Pascual, 2014) and indicated that respect for family is one of the key factors determining students' career decisions in the Philippines. According to a consensus, "Out of respect and loyalty, it may not be appropriate to express personal desires; instead, one may alter one's interests to maintain harmony." Filipino children want to do well for the family as a sign of respect, follow their parents' advice when choosing a job or a major in college, and finally, make sacrifices for the family. The primary driver behind the respondents' selected degree of study and intended career is their personal preferences.

A favorable future employment situation or less labor mismatch is implied by having profession preferences and course preferences that are compatible.

Extent of Factors that Affect Senior High School Students Course Preferences

Table 7 presents the extent of factors that affect senior high school students course preferences

Table 7. Extent of Factors that Affect Senior High School Students Course Preferences (n=224)

FACTORS	VMA (5)	MuA (4)	MoA (3)	A (2)	NA (1)	Mean
1. I consider my course choice to be an in demand course	133 (665)	44 (176)	33 (99)	10 (20)	4 (4)	4.30
2. I consider the financial status of family in choosing my course	113 (565)	53 (212)	46 (138)	7 (14)	5 (5)	4.17

3. I consider the place of my future work in choosing my course	121(605)	48 (192)	41 (123)	12 (24)	2 (2)	4.22
4. I consider the work I will get after finishing my degree in choosing a course	145 (725)	42 (168)	30 (90)	5 (10)	2 (2)	4.44
5. My choice of school affects my choice of course	77 (385)	52 (208)	57 (171)	18(36)	20 (20)	3.66
6. The availability of job in the future affects my choice of course	112 (560)	50 (200)	35(105)	19(38)	8(8)	4.07
7. My preferred course is my “childhood dream” work	101 (505)	54(216)	41(123)	18(10)	10(10)	3.97
8. My preference of course is a reflection of my talent	60 (300)	67 (268)	63 (189)	18 (36)	16 (16)	3.61
9. My friend’s course and school preference affects my decision in choosing a course	41 (205)	49 (196)	63 (189)	25 (50)	46 (46)	3.06
10. My parents are the ones who are choosing my course	39 (195)	43 (172)	69 (207)	27 (54)	46 (46)	3.01
11. The dominant profession in my family is also my preferred course	47 (235)	56(224)	50 (150)	36 (72)	35 (35)	3.20
TAWM						3.79

The table showed that the total weighted average of the factors that influence senior high school students course preferences was 3.79, which is considered to be significantly affected. This suggests that the factors influencing senior high school students course preferences are likely to have a significant impact on the majority of responses.

Numerous factors affected the preferred option for the majority of the respondents. They are greatly impacted by the types of jobs they will be able to find after earning their degree, as well as by the courses that are in demand and the setting in which they will pursue those courses.

In corroboration with the study conducted by (G. Ouano et al.,2019), the study proved that the principal predictors of course preference are opportunity-related factors such as potential employment prospects. It is also the same with the study according to (Widener, 2017), young people exhibit signs of understanding economic issues and potential solutions. Students must identify their potential possibilities, seize them, and then move on due to the continual changes in the work market.

The outcome implies that students will find employment even if it is outside of their field of study or area of concentration.

The respondents' preference for their "childhood dream" job has a mean of 3.97, followed by the availability of jobs in the future with a mean of 4.07, their family's financial situation with a mean of 4.17, the respondents' choice of school with a mean of 3.66, and the factor reflecting their talent with a mean of 3.61.

The respondents are considerably influenced by the factors of the dominant course in their family, friends' preferences and school choices, and the parents' choice of their course, with respective means of 3.20, 3.06, and 3.01. According to the study, respondents' course preferences are only slightly influenced by their friends' course preferences, their school of choice, and the most common job in their family.

This implies that youth today are therefore more liberal and autonomous. Additionally, it is evident that parental attitudes, which in the past determined what their children studied, have altered. The process is influenced by societal evolution.

Last but not least, The study revealed that even if the study's student respondents' families have a low income, they are not deterred from enrolling in college. It is supported by a statement cited by Senator Angara that said education would be the great equalizer, notwithstanding the ongoing poverty in our country.

Extent of Factors that Affect Senior High School Students Course Preferences according to Moderator Variables

Variable of Age. Table 8 presents the extent of factors that affect senior high school students course preferences as to age.

Table 8. Extent of Factors that Affect Senior High School Students Course Preferences as to Age

Age Range	Mean	Rank
16-17	3.57	2.5
18-19	3.63	1
20-above	3.57	2.5
TAWM	3.60	

According to the table, younger respondents perceived themselves as more affected, with a mean of 3.63. This was followed by the respondents under the age brackets of 20 and above and the age range of 16–17, with means of both 3.57 also described as much affected.

With the results shown above, all respondents indicated that their age is greatly influenced by the various considerations in choosing a course, notwithstanding variances in the means attained.

Conscientiousness is important in choosing a course, according to respondents between the ages of 18 and 19, while the youngest age group considers immaturity the reason why they are least affected.

In corroboration with the study conducted by (Bulao,2022), as students get older, their ability to make decisions is influenced by their hobbies, their environment, and prospective employment possibilities.

Additionally, because fewer people in this age group responded to the survey than in younger age groups, individuals 20 and older are the least affected.

Table 9 presents the summary of the ANOVA on the extent of factors that affect senior high school students course preferences as to age.

Table 9. Summary of ANOVA as to Age

	Sum of Squares	Df	Mean Square	F	p
Age	0.154	2	0.0771	0.175	0.840
Residuals	97.390	221	0.4407		

P (0.05) = 0.840 Decision: ACCEPT H_0 / Not Significant

The table shows that the probability value of 0.840 is greater than the level of significance of 0.05. This suggests that age is not considered significant among the factors that affect senior high school students course preferences.

The null hypothesis, which states that there are no significant differences in the respondents' perceptions of the extent of factors that affect the senior high school students course preferences along the moderator variable of age, is therefore accepted.

Variable of Sex. Table 10 presents the extent of factors that affect the senior high school students course preferences as to sex.

Table 10. Extent of Factors that Affect Senior High School Students Course Preferences as to Sex

Sex	Mean	Rank
Male	3.57	2
Female	3.64	1
TAWM	3.60	

According to Table 10, male students had a mean of 3.57, which is likewise quite impacted, while female students had the greatest mean of 3.64, which is very affected. This table demonstrates how much more affected female respondents are than male students. However, the factors influencing course preference have a significant impact on both male and female respondents.

Females prefer courses that offer a variety of chances to complete them and get employment after graduating, according to the survey respondents. Males, on the other hand, favor programs where they may enjoy the coursework and the choices of their classmates.

Table 11 presents the summary of the ANOVA on the extent of factors that affect senior high school students course preferences as to sex.

Table 11. Summary of ANOVA as to Sex

	Sum of Squares	Df	Mean Square	F	p
Sex	0.242	1	0.242	0.553	0.458
Residuals	97.302	222	0.438		

$P(0.05) = 0.458$ Decision: ACCEPT H_0 / Not Significant

The table presents that the probability value of 0.458 is greater than the level of significance at 0.05, thus, the null hypothesis is accepted. This indicates that there are no significant differences on the extent of factors that affect the senior high school course preferences as to sex.

Therefore, both male or female are much affected in the factors of choosing their preferred courses.

Variable of School Affiliation. Table 12 presents the extent of factors that affect senior high school students course preferences to school affiliation.

Table 12. Extent of Factors that Affect Senior High School Students Course Preferences as to School Affiliation

School Affiliation	Mean	Rank
Private School	3.68	1
Public School	3.55	2
TAWM	3.60	

The table outlines how much each aspect influences senior high school students course preferences and school identification, with a total average weighted mean of 3.60 being considered significantly affected. With a mean of 3.68, the private school achieved the higher mean, and the public school had the lower mean (3.55).

The findings indicate that respondents from private schools are more significantly impacted by the variables that influence their course preferences than students from public schools.

In a private school, students can investigate and select the course options that will best prepare them for their future college and career ambitions with the help of a dependable guidance counselor. Private schools understand how crucial it is to develop the next generation of leaders in order to shape the future of our society. Private schools build a tradition of nurturing compassion, integrity, and a readiness to explore, develop, and apply unique skills to serve the greater good. Students have a variety of opportunities to develop their particular strengths at various levels and routes. The discovery weekend is one example of their unique activity that supports students' careers. It takes two or more days to do this. This activity's primary goal is self-reflection. This growth session will give students a calm, contemplative environment that encourages self-reflection and provides stronger support so they may face the future with greater surety of achievement. This indicates that the career guidance program is deepen and consistent.

In public schools, senior high school students' career preparation is only focused on in the yearly Career Guidance Program (CGP). The students are joining the career guidance parade while wearing their desired future professional attire and listening to the career campaigns of different line agencies. It is not always followed up with activities like Private schools do.

Table 13 presents the summary of the ANOVA on the extent of factors that affect senior high school students course preferences as a moderator variable of school affiliation

Table 13. Summary of ANOVA as to School Affiliation

	Sum of Squares	Df	Mean Square	F	p
School Affiliation	1.02	1	1.019	2.34	0.127
Residuals	96.53	222	0.435		

$P(0.05) = 0.127$ Decision: ACCEPT H_0 / Not Significant

The table shows that the probability value of 0.127 is greater than the level of significance at 0.05, which indicates that the null hypothesis is accepted. This means that there are no significant differences in the extent of factors that affect senior high school course preferences as to school affiliation.

Variable of Family Income. Table 14 presents the extent of factors that affect senior high school students course preferences as to family income.

Table 14. Extent of Factors that Affect Senior High School Students Course Preferences as to Family Income

Monthly Income	Mean	Rank
Below ₱10,957	3.53	5
₱10,958 - ₱21,914	3.63	4
₱21,915 - ₱43,828	3.86	3
₱43,829 - ₱76,669	4.25	1
₱76,670 and above	4.21	2
TAWM	3.60	

As shown in the above table, the respondents whose family income ranged from ₱43,829 to ₱76,669 perceived the highest mean of 4.25, followed by the respondents with family monthly incomes of ₱76,670 and above with a mean of 4.21. The respondents who have a family income range of ₱21,915 to ₱43,828 obtained a mean of 3.86; respondents with a family monthly income range of ₱10,958 to ₱21,914 attained a mean of 3.63; and the lowest mean of 3.53 was obtained by the respondents with a monthly income below ₱10,957.

The results showed that money is not a barrier to attending college because students today have access to high-caliber resources like government scholarships and financial aid. For students looking to enroll in college, Kalinga State University's existence is a huge aid. Their selected course is typically available at the mentioned university.

By 2028, Filipinos should be innovative, according to the National Economic and Development Authority (NEDA). It is guaranteed that Filipinos will be able to achieve their potential and maintain the socioeconomic transition.

This finding suggests that factors influencing senior high school students course preferences, such as better family income, are greatly influenced. This further demonstrates how respondents' preferences for senior high school courses in college are significantly influenced by their monthly income.

Table 15 presents the summary of ANOVA on the factors that affect senior high school students course preferences as to family income.

Table 15. Summary of ANOVA as to Family Income

	Sum of Squares	Df	Mean Square	F	p
Family Income	4.09	4	1.022	2.39	0.051
Residuals	93.46	219	0.427		

$P(0.05) = 0.051$ Decision: ACCEPT H_0 / Not Significant

The table shows that the probability value of 0.051 is greater than the level of significance of 0.05, which indicates that the null hypothesis is accepted. There are no significant differences in the extent of factors that affect senior high school students course preferences as to monthly income.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, the conclusions drawn from the findings, and the recommendations formulated.

Summary of Findings

The most preferred careers of the respondents as a result of the Holland's Code (RIASEC) Test are social, realistic, and investigative careers, while artistic, enterprising, and conventional careers are the least preferred by the respondents.

The most preferred course of the senior high school students is the Social Science courses, which include the courses in Bachelor of Science in Criminology, Bachelor of Science in Forensic Science, Bachelor of Science in Psychology, and Bachelor of Arts in Political Science, while the least preferred course by 1 or 0.45 percent of the respondents under the Media and Communication course are Bachelor of Science in Development Communication,

The extent of factors that affect senior high school students course preferences obtained a total average weighted mean of 3.79, described as much affected. This implies that most of the respondents are much affected by the factors that affect senior high school students course preferences.

The respondents are very much affected by factors that consider the job or work they get after finishing their degree, which has a mean of 4.44; a course that is in demand, which has a mean of 4.30; and the place of future work, which has a mean of 4.22.

The respondents that are much affected by the financial status of their family obtain a mean of 4.17, followed by the availability of the job in the future with a mean of 4.07, their preferred course is their "childhood dream" work with a mean of 3.97, their choice of school affects the respondents in choosing their course, which obtains a mean of 3.66, and a mean of 3.61 obtained by the factor of a reflection of their talent.

The respondents are moderately affected by the factors of the dominant course in their family, friends preference and choice of school, and the parents choice of course, which obtained a mean of 3.20, 3.06, and 3.01 consecutively.

The study revealed that there are no significant differences in the extent of factors that affect senior high school students course preferences as to age, sex, school affiliation, and monthly family income.

Conclusions

Based on the findings, the following conclusions were drawn:

1. The first three highest-ranked careers that are preferred by the respondents are social, realistic, and investigative careers. Respondents who are social types are people who prefer to work with other people rather than things; Realistic types are people who are often good at mechanical or athletic jobs; and Investigative types are those who like to watch, learn, analyze, and solve problems. People with similar personality types, such as Social, Realistic, and investigative, can build a workplace that is conducive to their style. Their work settings can also be categorized according to their interests, talents, and ways of expressing their morals and attitudes.
2. It is evident that the most preferred courses of the students are the "popular" or well-known courses, which include Criminology courses and are highly popular for students. Students prefer the courses with the professional board examination to the courses without the professional board examination. This may be because of the common idea among students that if one wants to be employed in the future.
3. Numerous factors affected the preferred option for the majority of the respondents. They are greatly affected by the types of jobs they will be able to find after earning their degree, as well as by the courses that are in demand and the setting in which they will pursue those courses. The principal predictors of senior high school students course preferences are the work they will get after finishing their degree, the course that is in demand and the place of their future work. Youth today are therefore more liberal and autonomous. Based on the research

findings, the extent of factors that affects senior high school students course preferences are not significant as to age, sex, school affiliation and family income.

Recommendations

Based on the findings of this study, the following are recommended:

1. Local Higher Education Institutions (HEIs) may consider the findings of this study to offer the least popular artistic career-related courses, such as those in photography, radio and television.
2. Higher Education Institutions (HEIs) may consider the findings of this study and the outcomes of the National Career Assessment Examination (NCAE) when accepting students to college. The NCAE findings might also be viewed as being made available earlier, prior to the students' enrollment, to allow them to use the results to determine their appropriate career route and courses to enroll in college.
3. Parents may consistently supervise and guide their children in all aspects of their lives, including decision-making on career goals. Teachers, as second parents, may also strengthen career guidance all throughout the learning areas, which will enhance the students decision-making.
4. Deped public schools administration may also consider this study as basis to strategize more career discovery activities-related that will enhance more the career path of the students.

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APPENDICES

A. Sample Questionnaire

Career Preferences Of Senior High School Students In Eastern Tabuk District, Tabuk City Division

Hello!

This survey is purely confidential and purposely designed to assess the career preference of the senior high school students. Please answer this survey questionnaire TRUTHFULLY in order for the researcher to gather reliable data for this research work.

Part 1: RESPONDENT PROFILE

Name(optional)_____

Age: _____

Sex: Male ☐ female ☐

School Affiliation Privat☐ Public ☐

Monthly Family Income

☐Below ₱10,957

☐10,958 - ₱21,914

☐ ₱21,915 - ₱43,828

☐43,829 - ₱76,669

☐76,670 - and above

Part II. Hollands Code (Riasec) Career Test.

Direction: Read each statement. If you agree with the statement, check the circle. There are no wrong answer!

1. I like to work on cars	☐					
2. I like to do puzzles		☐				
3. I am good at working independently			☐			
4. I like to work in teams				☐		
5. I am an ambitious person, I set my goals for myself					☐	
6. I like to organize things, (files, desks/offices)						☐
7. I like to build things	☐					

8. I like to read about art and music			☐			
9. I like to have clear instructions to follow						☐
10. I like to try influence or persuade people					☐	
11. I like to do experiments		☐				
12. I like to teach and train people				☐		
13. I like trying to help people solve their problems				☐		
14. I like to take care of animals	☐					
15. I wouldn't mind working 8 hours per day in an office						☐
16. I like selling things					☐	
17. I enjoy creative writing			☐			
18. I enjoy science		☐				
19. I am quick to take on new responsibilities					☐	
20. I am interested in healing people				☐		
21. I enjoy trying to figure out how things work		☐				
22. I like putting things together or assembling things						
23. I am a creative person			☐			
24. I pay attention to details						☐
25. I like to do things together or assembling things						☐
26. I like to analyze things (problems/situations)		☐				
27. I like to play instruments or sing			☐			
28. I enjoy learning about other cultures				☐		
29. I would like to start my own business					☐	
30. I like to cook	☐					

31. I like acting in plays	☐	☐	☐	☐	☐	☐		
32. I am a practical person	☐	☐	☐	☐	☐	☐		
33. I like working with numbers or charts	☐	☐	☐	☐	☐	☐		
34. I like to get into discussions about issues	☐	☐	☐	☐	☐	☐		
35. I am good at keeping records of my work	☐	☐	☐	☐	☐	☐		
36. I like to lead	☐	☐	☐	☐	☐	☐		
37. I like working outdoor	☐	☐	☐	☐	☐	☐		
38. I would like to work in an office	☐	☐	☐	☐	☐	☐		
39. I'm good at Math	☐	☐	☐	☐	☐	☐		
40. I like helping helping people	☐	☐	☐	☐	☐	☐		
41. I like to draw	☐	☐	☐	☐	☐	☐		
42. I like to give speech	☐	☐	☐	☐	☐	☐		
<i>Add up the number of filled in circles in each column</i>	TOTAL							
<i>Take the three (3) letters with the highest scores and encircle as your INTEREST CODE.</i>			R	I	A	S	E	C

Part III. Course Preference And Extent Of Factors That Affects The Senior High School Course Preference.

Direction: Write your college course preference on the space provided. Put a check mark on the box under your answer using the legend below as guide. Legend:

Course Preference

Legend:

Numerical Value	Statistical Limit	Verbal Interpretation
5	4.21 – 5.00	Very Much Affected (VMA)
4	3.41 – 4.20	Much Affected (MuA)
3	2.61 – 3.40	Moderately Affected (MoA)

2	1.81 – 2.60	Affected (A)
1	1.00 - 1.80	Not Affected (NA)

FACTORS	VMA (5)	MuA (4)	MoA (3)	A (2)	NA (1)
1. I consider my course choice to be an in demand course					
2. I consider the financial status of family in choosing my course					
3. I consider the place of my future work in choosing my course					
4. I consider the work I will get after finishing my degree in choosing a course					
5. My choice of school affects my choice of course					
6. The availability of job in the future affects my choice of course					
7. My preferred course is my “childhood dream” work					
8. My preference of course is a reflection of my talent					
9. My friend’s preference of course and choice of school affects my decision in choosing a course					
10. My parents are the ones who are choosing my course					
11. The dominant profession in my family is also my preferred course					
12. Others:(pls. Specify)					

B. Frequencies

Frequencies of F1

Levels	Counts	% of Total	Cumulative %
1	4	1.8 %	1.8 %
2	10	4.5 %	6.3 %
3	33	14.7 %	21.0 %
4	44	19.6 %	40.6 %
5	133	59.4 %	100.0 %

Frequencies of F2			
Levels	Counts	% of Total	Cumulative %
1	5	2.2 %	2.2 %
2	7	3.1 %	5.4 %
3	46	20.5 %	25.9 %
4	53	23.7 %	49.6 %
5	113	50.4 %	100.0 %

Frequencies of F3			
Levels	Counts	% of Total	Cumulative %
1	2	0.9 %	0.9 %
2	12	5.4 %	6.3 %
3	41	18.3 %	24.6 %
4	48	21.4 %	46.0 %

5	121	54.0 %	100.0 %
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Frequencies of F4							
Levels		Counts		% of Total		Cumulative %	
1		2		0.9 %		0.9 %	
2		5		2.2 %		3.1 %	
3		30		13.4 %		16.5 %	
4		42		18.8 %		35.3 %	
5		145		64.7 %		100.0 %	

Frequencies of F5							
Levels		Counts		% of Total		Cumulative %	
1		20		8.9 %		8.9 %	
2		18		8.0 %		17.0 %	
3		57		25.4 %		42.4 %	
4		52		23.2 %		65.6 %	
5		77		34.4 %		100.0 %	

Frequencies of F6							
Levels		Counts		% of Total		Cumulative %	
1		8		3.6 %		3.6 %	

2		19		8.5 %		12.1 %	
3		35		15.6 %		27.7 %	
4		50		22.3 %		50.0 %	
5		112		50.0 %		100.0 %	

Frequencies of F7							
Levels		Counts		% of Total		Cumulative %	
1		10		4.5 %		4.5 %	
2		18		8.0 %		12.5 %	
3		41		18.3 %		30.8 %	
4		54		24.1 %		54.9 %	
5		101		45.1 %		100.0 %	

Frequencies of F8							
Levels		Counts		% of Total		Cumulative %	
1		16		7.1 %		7.1 %	
2		18		8.0 %		15.2 %	
3		63		28.1 %		43.3 %	
4		67		29.9 %		73.2 %	
5		60		26.8 %		100.0 %	

Frequencies of F9							
Levels		Counts		% of Total		Cumulative %	
1		46		20.5 %		20.5 %	
2		25		11.2 %		31.7 %	
3		63		28.1 %		59.8 %	
4		49		21.9 %		81.7 %	
5		41		18.3 %		100.0 %	

Frequencies of F10							
Levels		Counts		% of Total		Cumulative %	
1		46		20.5 %		20.5 %	
2		27		12.1 %		32.6 %	
3		69		30.8 %		63.4 %	
4		43		19.2 %		82.6 %	
5		39		17.4 %		100.0 %	

Frequencies of F11							
Levels		Counts		% of Total		Cumulative %	
1		35		15.6 %		15.6 %	
2		36		16.1 %		31.7 %	
3		50		22.3 %		54.0 %	

4		56		25.0 %		79.0 %	
5		47		21.0 %		100.0 %	