

Influential Factors Among Senior High School Students' Career Preferences: A Case of Private School

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Abstract

A large number of high school senior students are unable to make decisions on their own because of the complexity of the educational and occupational worlds, particularly when it comes to picking the appropriate vocation. This study ventures on the influential factors among senior high school students' career preferences in a private school. The descriptive survey method of research was used in this investigation. The respondents of the study were the Senior High School Students of the University of St. Louis Tuguegarao. The research instruments used in the study were the Brainard Occupational Preferences Inventory (BOPI), the questionnaire, and the career choice checklist. The findings show that respondents preferred professional work over non-professional ones. The most popular field of study among students was discovered to be the professional field, while the least popular field of study among those who responded was discovered to be the mechanical field. According to the findings of the study, when deciding on a career path, a job seeker should take into consideration his family's present financial status. Although money should not be the only element examined when choosing a career, it is an important one to take into consideration. It is highly recommended that regular group study sessions and talks with parents regarding their participation in the career-decision making of their children should be conducted.

Keyword: influential factors, career preferences, senior high school students, career decision

Introduction

Adolescents who have recently graduated from high school may encounter a significant difficulty as they prepare to enter the larger and more sophisticated world of college life. What would be their line of action? What course of action should they take is the most difficult question for them to answer. Indeed, adopting a sensible job choice is one of the most significant, yet hardest, decisions that a young person will make in their whole life. Despite the fact that a few fortunate teenagers appear to be able to make such selections with ease, others appear to be having difficulty making such decisions and many seek expert assistance. This time they must think hundred times of what course they are going to get because this will have an effect in the development of their future

professional lives. To avoid going into too much detail, it is often the case that the formation of unhappy misfits in the world of work begins the moment someone steps on the very first rung of collegiate level of education. Many young people embark on an occupational journey with little knowledge of where they are going and why they are going, what they should do, or what they can expect from their chosen professions in the future.

A large number of high school senior students are unable to make decisions on their own because of the complexity of the educational and occupational worlds, particularly when it comes to picking the appropriate vocation. In this regard, it is vital to point out that one of the primary priorities of the government is to place an emphasis on the basic requirements of the

human race. As a result, the University of St. Louis Tuguegarao in Cagayan, Philippines, provides students with a diverse range of options of what course to pursue. All of the courses that the school offers provide a diverse range of options that may be of interest to prospective students in the future. Few people, on the other hand, receive the amount of schooling they require, and even fewer receive the specific knowledge and vocational guidance they require to be successful in jobs that they do not enjoy or in which they are unlikely to be successful. Other millions of children and teenagers are wasting away their most formative years of their lives in inactivity, either because they have not yet discovered the right vocation for them or because they lack sufficient knowledge of the numerous occupational fields available to them.

The study's conceptualization took place within this framework. The study sought to assess students' job preferences as well as the factors that influence their decision to pursue a particular career.

Statement of the Problem

1 What are the career preferences of the respondents?

- 1.1 measured*
- 1.2 expressed*

2. What are the influential factors for the respondents to

- 2.1 course to enroll*
- 2.2 school preference*
- 2.3 career preference*

Research Methodology

Research Design

The descriptive survey method of research was used in this investigation. The descriptive survey method, according to Pimentel (2000) of research involves an element of analysis and interpretation of the meaning or significance of what is to be described. Description is often combined with comparison and contrasts involving measurement, analyses and interpretation. Descriptive researcher interprets "what is" (Pimentel, 2000).

The method was appropriate since the study aimed to determine the profile of the respondents, the measured and expressed career preferences and the factors influencing their career preferences.

Respondents of the Study

The respondents of the study were the Senior High School Students of the University of St. Louis Tuguegarao for the School Year 2011-2012. The frequency of the respondents taken per section is shown in table 1. The number of respondents was determined through the Slovinc's Formula.

The stratified random sampling was employed to determine the sample to be taken per section.

Instrumentation

The research instruments used in the study were the Brainard Occupational Preferences Inventory (BOPI), the questionnaire, and the career choice checklist.

The Brainard Occupational Preferences Inventory (BOPI). This was used to determine the measured career preferences of the students. This tool yields scores in six broad occupational fields identified as commercial, mechanical, professional, esthetic, scientific, agricultural and personal service. Each field contains twenty questions which are item by indicating whether he/she Strongly Dislikes the activity (SD), Dislikes (D), Neutral about it (N), Like it (L), or Strongly Likes it (SL). These answers are rated 1,2,3,4 and 5, respectively. Answers are indicated on a separate sheet by putting a cross mark on one of the five given options per item for which the respondents were asked to do. The responses were computed based from the Brainard interpretation scheme. Below is the table of an occupation in different fields of interest based on the BOPI Manual.

Survey Questionnaire. This was used to obtain the profile of the respondents such as age, gender, highest educational attainment of the parents, occupation of the parents, parent's monthly income, and number of siblings. Further, the tool was used to obtain information

on the influential factors affecting the respondent's career preferences.

The items for the expressed career preferences of the respondents were taken from the course offerings of the different colleges, universities, and vocational technical schools in the country.

Career Choice Checklist. This was utilized to obtain the expressed career preferences of the respondents.

Personal interviews were also conducted to ascertain the consistency of the obtained answers.

Data Gathering Procedure

After the researcher was granted the permission for the conduct of the study, the following activities were done:

First, the administration of the Brainard Occupational Preference Inventory (BOPI) was administered. Test results were later interpreted to the respondents as part of their career guidance program.

Second, the survey questionnaire and the career choice checklist were administered to the

respondents and were collected personally by the researcher.

Third, a random interview was conducted by the researcher to establish the consistency and reliability of the response of the respondents.

Data Analysis

The data that were gathered from the standardized test, survey questionnaire and career preference checklist were categorized, tabulated and was statistically treated through the following tools:

1. Frequency and Percentage. This was used to present the respondent's profile according to age, gender, highest educational attainment of the parents, occupation of the parents, monthly income of the parents, number of siblings, and the career preferences of the respondents and the factors influencing their career preferences.

2. Weighted Mean. This was used to determine the extent of influence of the affecting course to enroll, school preference and career choice. To interpret the weighted means, the given scale was used.

<i>Scale Range</i>	<i>Descriptive Interpretation</i>
<i>4.20 – 5.0</i>	<i>Very High Extent</i>
<i>3.40 – 4.19</i>	<i>High extent</i>
<i>2.60 – 3.39</i>	<i>Moderate extent</i>
<i>1.80 – 2.59</i>	<i>Low extent</i>
<i>1.00 – 1.79</i>	<i>No extent</i>

Discussion of Results and Findings

The measured and expressed career preferences of the respondents

1.1 Measured career preferences

Table 1

Frequency and rank distribution of the respondents according to measured career preference

<i>Fields</i>	<i>Frequency</i>	<i>Rank</i>
<i>Commercial</i>	<i>50</i>	<i>2</i>
<i>Mechanical</i>	<i>31</i>	<i>3.5</i>
<i>Professional</i>	<i>53</i>	<i>1</i>
<i>Aesthetic</i>	<i>21</i>	<i>5</i>
<i>Scientific</i>	<i>31</i>	<i>3.5</i>
<i>Agricultural and Personnel Services</i>	<i>8</i>	<i>6</i>

It can be shown that the majority of respondents favored professional fields, with a frequency of 53 respondents per professional field. This profession has a high frequency of job possibilities in medical work, legal and social work, educational work, and personnel work, with the commercial area having a low frequency of job opportunities at 50. Accounting, secretarial work, sales, and business management are some of the career options

1.2 expressed career preferences

Table 2

Frequency and rank distribution of the respondents according to expresses career preference

<i>Fields</i>	<i>First Preference</i>		<i>Second Preference</i>		<i>Third Preference</i>	
	<i>F</i>	<i>Rank</i>	<i>F</i>	<i>Rank</i>	<i>F</i>	<i>Rank</i>
<i>Commercial</i>	37	2	44	2	35	2
<i>Mechanical</i>	1	6	8	6	8	6
<i>Professional</i>	88	`	77	1	78	1
<i>Aesthetic</i>	28	3	16	4.5	25	4
<i>Scientific</i>	17	5	16	4.5	21	5
<i>Agricultural and Personnel Services</i>	23	4	33	3	27	3
<i>Total</i>	194		194		194	

Observable from the table, the most frequently selected field was the professional field, which received responses at frequencies of 88, 77, and 78. This was followed by the commercial field, which received frequencies of 37, 44, and 35 responses, and the mechanical field, which received the lowest frequency of 1, 8 and 8 responses, was the least preferred.

In terms of their desired careers, it can be seen that the selections of the respondents are consistent across the board. Among the most popular choices are medical, legal, social-service, educational, and human-resources vocations. A minority choose jobs in machine design and operation, fine manual labor, and building construction; the remaining choose jobs in other fields.

Furthermore, the findings show that respondents preferred professional work over non-

available in this industry. Agricultural and personnel services received the lowest frequency of 8 out of a possible 10. Farming and gardening, small animal keeping, forestry, animal husbandry, domestic service, health care, community service, and clothing are all examples of occupations that fall under this category.

professional ones. In accordance with Clark Rose's findings, the study by Bailey and Stadt (2000) demonstrated that respondents express their conviction that professional occupations are more recognized than non-professional careers, as evidenced by the extremely high level of career aspirations. This is consistent with the findings of Clark Rose. Because boys and girls have associated working with people and providing service to society with professions that have a high level of social prestige, this high level of aspiration has developed. Also supporting this result was a research done by Cervantes (1997) on the career preferences of fourth-year high school students at Saint Louis College in Tuguegarao City, which was conducted in 1997. The most popular field of study among students was discovered to be the professional field, while the least popular field of study among those who responded was

discovered to be the mechanical field. The current study differs from the previous study in that the researcher is using a different instrument, which includes different influential elements for the respondents to consider, such as their school preference, their preferred profession and their choice of school to enroll in, among other things.

2. Influential factors for the respondents to consider

2.1 Course to Enroll

Table 3

Mean distribution on the influential factors for the respondents to consider course to enroll

<i>Items</i>	<i>Mean</i>	<i>Descriptive Interpretation</i>
<i>Affordable for the family</i>	<i>3.59</i>	<i>High Extent</i>
<i>Availability of course offering in the chosen instruction</i>	<i>3.50</i>	<i>High Extent</i>
<i>Certification/ Board examination not required</i>	<i>3.16</i>	<i>Moderate Extent</i>
<i>Ease with course</i>	<i>3.390</i>	<i>Moderate Extent</i>
<i>Good grades in the high school subjects related to the course</i>	<i>3.34</i>	<i>Moderate Extent</i>
<i>High demand for work in the country and abroad</i>	<i>3.37</i>	<i>Moderate Extent</i>
<i>Inclusion of certification/board examination</i>	<i>3.15</i>	<i>Moderate Extent</i>
<i>Inspired by a role model</i>	<i>3.08</i>	<i>Moderate Extent</i>
<i>Known employability of graduates in the said courses</i>	<i>3.17</i>	<i>Moderate Extent</i>
<i>No particular choice or no better idea</i>	<i>3.04</i>	<i>Moderate Extent</i>
<i>Peer influence</i>	<i>3.38</i>	<i>Moderate Extent</i>
<i>Personal interest</i>	<i>3.56</i>	<i>High extent</i>
<i>Prospect for attractive compensation</i>	<i>3.35</i>	<i>Moderate Extent</i>
<i>Prospect for career advancement</i>	<i>3.51</i>	<i>High extent</i>
<i>Prospect for immediate employment</i>	<i>3.48</i>	<i>High extent</i>
<i>Related to my skill</i>	<i>3.58</i>	<i>High extent</i>
<i>Status or popularity of the course</i>	<i>3.32</i>	<i>Moderate extent</i>
<i>Strong passion for the profession</i>	<i>3.20</i>	<i>Moderate extent</i>
<i>Overall mean</i>	<i>3.34</i>	<i>Moderate Extent</i>

Following that, with a mean of 3.59 and an interpretation of "high extent," it appears that the

item "affordable for the family" was selected by the majority of respondents, followed by the

item "related to one's own life," which received a mean of 3.58 and the item "personal interest," which received a mean of 3.56, respectively. Other considerations include the possibility of career progression, the availability of course offerings at the chosen institution, and the possibility of instant employment, among other things. Everyone else has been taken into account by the responders, with a descriptive meaning of "moderate extent."

This means that the financial ability of the family to support the student should be a primary consideration while deciding which course to enroll in. Hoffman Brinker and Roberts (2007) conducted a study in which they looked at the credit card debt of the average American household and came to the same conclusion that we did. They discovered that a family's financial position, including how money is budgeted and the amount of debt the family may owe, had a significant impact on the choice of a vocation. According to the findings of the study, when deciding on a career path, a job seeker should take into consideration her family's present financial status. Although money should not be the only element examined when choosing a career, it is an important one to take into consideration. Coleman (2006)

outlined the aspects that should be considered while selecting a course based on one's skill and personal interest. He stated that one's career should ideally be a reflection of what one enjoys doing and what correlates to one's unique set of skills. Despite the possibility of financial benefit, doing something one despises and finds unfulfilling would almost certainly result in the individual feeling dissatisfied overall. It is considered that one should choose something that he or she enjoys doing, something that makes him or her feel helpful, and something that he or she is skilled at. These criteria, according to conventional wisdom, influence every profession choice (Lin, 2007).

According to Fronda (1999), the elements that influenced their professional choices were as follows, in descending order of frequency percentage: line of interest, counsel from others, and recommendations from friends, among other things.

2.2 School preference

2.2.1 Quality of education

Table 4

Mean distribution on the influential factors for the respondents to consider preference (quality of education)

<i>Items</i>	<i>Mean</i>	<i>Descriptive Interpretation</i>
<i>Accredited programs</i>	<i>3.27</i>	<i>Moderate Extent</i>
<i>Good and complete school facilities</i>	<i>3.46</i>	<i>High Extent</i>
<i>Good teaching strategies</i>	<i>3.38</i>	<i>Moderate Extent</i>
<i>Quality of faculty's commitment to teaching</i>	<i>3.55</i>	<i>High extent</i>
<i>OVER ALL MEAN</i>	<i>3.40</i>	<i>High Extent</i>

As shown in the table, quality of faculty's commitment and good and complete school facilities greatly affect the school preferences of the respondents with 3.55 and 3.46 respectively. This means that the respondents highly consider the dedication of teachers in their profession and the completeness of the facilities in their chosen school. This was supported by the idea of Kapunan (1992) that choice of the school is based on suitability, quality of teaching,

facilities offered but above all, the adequacy of programs which provide vocational information which helps evaluate the child's interest and potentiality.

2.3.2 Location

Table 5

Mean distribution on the influential factors for the respondents to consider school preference (location)

<i>Items</i>	<i>Means</i>	<i>Descriptive Interpretation</i>
<i>Availability of ride</i>	<i>3.36</i>	<i>Moderate Extent</i>
<i>Ease to go home on weekends</i>	<i>3.65</i>	<i>High Extent</i>
<i>Ease to commute from home daily</i>	<i>3.61</i>	<i>High Extent</i>
<i>Walking distance from home</i>	<i>3.43</i>	<i>High Extent</i>
<i>OVERALL MEAN</i>	<i>3.53</i>	<i>High Extent</i>

As gleaned in the table, ease to go home on weekends, ease to commute from home daily and walking distance from home affect the school preference of the respondents which have a descriptive interpretation of “high extent” with means of 3.65, 3.61 and 3.43 respectively. Availability of rides obtained a mean of 3.36 which is interpreted as “moderate extent”. This was supported by a literature of Dutch (2010), which says that family’s location is an issue when selecting a career. Other factors to

consider are the daily travel commute factors which include traffic, gas, mileage and tolls, as well as the travel time it will take to return home if there are any unexpected emergencies.

2.3.3 Social life/extracurricular activities

Table 6

Mean distribution on the influential factors for the respondents to consider school preference (social life/ extracurricular activities)

<i>Items</i>	<i>Mean</i>	<i>Descriptive Interpretation</i>
<i>Athletic program offered</i>	<i>3.31</i>	<i>Moderate Extent</i>
<i>Availability of clubs and organization</i>	<i>3.24</i>	<i>Moderate Extent</i>
<i>Friends attend the same school</i>	<i>3.59</i>	<i>High Extent</i>
<i>School traditions, activities, or social scene</i>	<i>3.58</i>	<i>High Extent</i>
<i>OVERALL MEAN</i>	<i>3.46</i>	<i>High Extent</i>

As shown in the table, social life and extracurricular activities affect the school preference of the respondents especially when their friends attend the same school and the school traditions, activities or social scene with means of 3.59 and 3.58 which have a descriptive interpretation of “high extent”. It is evident that peers are of significance. Additionally, they want to be together and build their friendship

much better if they are in one school. Moreover, school activities like foundation, departmental and interdepartmental activities and social gatherings are significant to the respondents.

2.3.4 Financial Aspect

Table 7

Mean distribution on the influential factors for the respondents to consider school preference (financial aspect)

<i>Items</i>	<i>Mean</i>	<i>Descriptive Interpretation</i>
<i>Ability to work while attending school</i>	<i>3.16</i>	<i>Moderate Extent</i>
<i>Acceptance of scholarship</i>	<i>3.72</i>	<i>High Extent</i>
<i>Cost of tuition</i>	<i>3.53</i>	<i>High Extent</i>
<i>Ease in obtaining financial aid/ loan</i>	<i>3.29</i>	<i>Moderate Extent</i>
<i>Work study or part time</i>	<i>3.21</i>	<i>Moderate Extent</i>

<i>employment opportunities at school</i>		
OVERALL MEAN	<i>3.37</i>	<i>Moderate Extent</i>

The table as to financial aspect, reveals that acceptance of scholarship and cost of tuition influence the school preference of the respondents with means of 3.72 and 3.52 respectively.

If students are capable of entering higher education, they may be more inclined to select a career in which higher education is necessary. The availability of scholarships or financial aid can commonly entice students to consider and

obtain higher training. In the absence of financial assistance, students often do not feel that they have the opportunity or means to obtain additional training (Cruz, 2009).

2.3.5 School attributes

Table 8

Mean distribution on the influential factors for the respondents to consider school preference (school attributes)

<i>Items</i>	<i>Mean</i>	<i>Descriptive Interpretation</i>
<i>Admission policy</i>	<i>3.19</i>	<i>Moderate Extent</i>
<i>Availability of dormitory</i>	<i>3.34</i>	<i>Moderate Extent</i>
<i>Availability of graduate program</i>	<i>3.47</i>	<i>High Extent</i>
<i>Availability of major/program of study</i>	<i>3.49</i>	<i>High Extent</i>
<i>Safety</i>	<i>3.50</i>	<i>High Extent</i>
<i>Variety of course offerings</i>	<i>3.39</i>	<i>Moderate Extent</i>
<i>Variety of subject schedule</i>	<i>3.41</i>	<i>High Extent</i>
OVERALL MEAN	<i>3.40</i>	<i>High Extent</i>

For the factors school attributes, safety and availability of major program of study, availability of graduate program and variety of subject schedule highly influence the respondents. This was supported by the study made by Fronda (1999), who explored the factors influencing the choice of a course among college freshmen at University of Saint Louis Baguio found out that one of the influential

factors considered in choosing a career is the safety of the students.

2.3.6 Other factors

Table 9

Mean distribution on the influential factors for the respondents to consider school preference (other factors)

<i>Items</i>	<i>Mean</i>	<i>Descriptive Interpretation</i>
<i>Knew more about it than other school</i>	<i>3.34</i>	<i>Moderate Extent</i>
<i>Other relatives studied in the same school</i>	<i>3.22</i>	<i>Moderate Extent</i>
<i>Parent (s) felt it was the best choice</i>	<i>3.35</i>	<i>Moderate Extent</i>
<i>Religious considerations</i>	<i>3.37</i>	<i>Moderate Extent</i>
<i>Teachers/counselor recommended it</i>	<i>3.22</i>	<i>Moderate Extent</i>
OVERALL MEAN	<i>3.29</i>	<i>Moderate Extent</i>

As regard other factors, Table 9 above showed that religious considerations, parent felt it was the best choice and teacher/counselor recommended their course obtained a “moderate extent” as descriptive interpretation. This means

that these factors somewhat affect the respondents in their school preference.

It can be seen that respondents consider religious consideration of their future school. This is supported by the study made by Bate (2006) that

religion was mentioned as one of the factors that influenced students' career choices. He added that for those with religious commitments, faith plays a critical role in important life decision such as a career choice.

As to parent's influence on their choice of career, this is supported by the idea of Kapunan (1992) that every parent has high hopes for the success of his/her children. There are parents who try to dominate the child's vocational life'. Similarly, this was supported in a study made by

Stone (2007) on factors affecting the course preference of freshmen college students who found out that one factor responsible for career choice was parent's advice.

2.4 Career preference

Table 10

Mean distribution on the influential factors for the respondents to consider career

<i>Items</i>	<i>Mean</i>	<i>Descriptive Interpretation</i>
<i>Parents</i>	<i>3.43</i>	<i>High Extent</i>
<i>Brother/sister</i>	<i>3.29</i>	<i>Moderate Extent</i>
<i>Classmates</i>	<i>3.24</i>	<i>Moderate Extent</i>
<i>Guardian</i>	<i>3.19</i>	<i>Moderate Extent</i>
<i>Teachers</i>	<i>3.32</i>	<i>Moderate Extent</i>
<i>Relatives</i>	<i>3.36</i>	<i>Moderate Extent</i>
<i>Friends</i>	<i>3.44</i>	<i>Moderate Extent</i>
<i>Guidance Counselor</i>	<i>3.33</i>	<i>Moderate Extent</i>
<i>Personnel Choice</i>	<i>3.44</i>	<i>Moderate Extent</i>
<i>School Newspaper, Brochures</i>	<i>3.23</i>	<i>Moderate Extent</i>
<i>City newspaper, Advertisements</i>	<i>3.13</i>	<i>Moderate Extent</i>
<i>Radio, Television</i>	<i>3.28</i>	<i>Moderate Extent</i>
<i>OVERALL MEAN</i>	<i>3.29</i>	<i>Moderate Extent</i>

Observe that among the factors influencing the respondents' career preferences, "personal choice" and "friends" both received a mean of 3.33, followed by parents with a mean of 3.43, which is given a descriptive meaning of "to a significant extent."

While it is true that significant others have a substantial influence on an individual's career choice, it can also be claimed that the individuals make the decision to pursue the career that they are interested in. Students today, on the other hand, are growing more independent in their thinking. This was revealed

by Aquino (2009) in a study he conducted. It indicated that, contrary to commonly held beliefs that Filipinos are family-oriented decision makers, the outcomes of his study revealed that respondents are, on the whole, inner-directed in their choice making. The ability to think and act or to make decisions autonomously means that pupils today do not have to be constrained by external influences.

As for choosing a career, this demonstrates that the respondents agree that one should choose a career because it is the career of his or her friends, because one does not want to be

separated from friends, and because they have a strong bond and share the same interests, dreams, and aspirations in life as one's friends. This is corroborated by Peter (1995), who discovered that friends have a significant influence on the vocational choices of high school students in his study of the elements that contribute to youth's vocational choices, which he conducted. Similarly, the idea put forth by Lee (2002) that one of the most common factors identified by students was having a friend or relative who worked in a particular field is supported by the fact that getting jobs in a particular field is difficult unless the students know someone who is willing to support them.

As illustrated in the table, respondents' profession selections are also influenced by their parents. In accordance with this, the study conducted by Auyeung and Sands (200), which studies the influence of a parent's influence on the profession choice of accounting students from various cultural backgrounds, is supported. The findings reveal that for Hong Kong and Taiwanese students, the elements of parental influence, peer influence, and teacher influence have a stronger influence on their career choices, whereas for Australian students, aptitude for subject matter has a greater influence.

Other factors such as brothers/sisters, relatives, classmates, guardians, teachers, the media, and even counselors have a minor impact on the respondents' career preferences. Brothers/sisters, relatives, classmates, guardians, teachers, the media, and even counselors have a minor impact on the respondents' career preferences. This indicates that these considerations are important in the decision-making of respondents, as seen by the responses, which have a descriptive interpretation of "moderate extent" in the responses.

Conclusions

Based on the significant findings, the following conclusions were derived

1. A variety of additional factors, including but not limited to the financial position of the family, abilities, and interests, influence a person's career preference.

2. In today's society, young people want to engage in white collar occupations because they believe that such fields of labor, particularly in professional careers, are seen as noble by the general public.

3. Gender stereotyping has continued to be a significant influence on young people's expectations about their future careers.

Recommendations

In the light of the above findings and conclusions, the following recommendations were made:

1. The activities in the Guidance Program particularly about career should begin as early as the first-year level in order to increase the students' understanding of the various career choices available to them before they make a serious decision about their future career.

2. Regular group study sessions and talks with parents regarding their participation in the career-decision making of their children should be conducted.

3. Career guidance program activities should be included in the guidance program by the guidance counselors, particularly those in charge of Levels I to III, in order for students to become aware of their interests, abilities, and personal characteristics in relation to career choice.

4. For the University of Saint Louis Tuguegarao High School Guidance Center to achieve a well-organized and functional Guidance Program, the class advisers must be heavily involved in all activities associated with guidance work, such as inviting parents for a brief conference, creating homeroom bulletins, and conducting homeroom visitations, among other activities.

5. In addition, educational tours and field trips should be encouraged by the school administration and made available to junior and senior high school students in order for them to gain first-hand knowledge and actual observations of working circumstances in various enterprises and offices. It would also allow them to have direct interaction with a variety of different job environments.

6. Teachers should incorporate a simulation activity for students in their lesson plans that focuses on the various job options available to them.

7. During the school campaign, there should be a virtual display of the various courses available to pick from.

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