

Determinants of Senior High School Tracks and Strands Inclination of Grade 10 Students of Buenavista II

Julius Monterde Virtudazo, Jr., Ph.D. - SST-III

Abilan National High School

Corresponding Author: Julius Monterde Virtudazo, Jr., Ph.D. - SST-III

Julius.virtudazojr@deped.gov.ph

ARTICLE INFO

Keywords: Determinant,
Senior High School, Strands
Inclination

Received : 05, January

Revised : 10, February

Accepted: 12, March

©2023 Virtudazo: This is an open-
access article distributed under the
terms of the [Creative Commons
Attribusi 4.0 Internasional](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

The study accentuated on the determinants of senior high school tracks and strands inclination of Grade 10 students. It involved the 135 respondents of the three (3) secondary schools of Buenavista II. The mean was employed to investigate the determinants of respondents' inclination in Senior High School tracks and strands. Frequencies and Percentages were utilized to verify the respondents' socio-demographic profile and tracks and strands preferences. The standardized survey questionnaire adopted from College Department of Don Bosco Technology Center was used to examine the senior high school preferences. Based on the findings of the study, majority of the respondents are aging 10-15 years and they are almost divided equally in terms of sex. Also, most of the parents are skilled workers and are high school graduates. Majority of the respondents have predilection on academic track. They rated high in personality as the basis in choosing tracks/stands. Also, they rated moderately high in family and relatives as factor. Furthermore, they rated high in job opportunities and interest as indicators. On the other hand, only parents' educational attainment significantly influenced students' career preference. Based on the findings of the study, it is highly recommended that there must have an intensive career advocacy on parents and students for proper guidance.

INTRODUCTION

The Department of Education implementation of the new K-12 Curriculum brings major reform in the schools nationwide. This change includes decongesting and enhancing the basic education curriculum for learners to master basic competencies and lengthening the cycle of basic education. By prolonging the basic education ensures that graduates earn the essential skills and reach the legal age for employment. On the other hand, graduates who opt to go to tertiary education are deemed better prepared for college study (Republic Act 10533).

Based on Japitan et. al (2015) that the additional 2 years allowed students to choose a particular track that is related to the field that they wish to pursue in the future. Choosing a track is critical for making a student highly proficient in the field where his or her chosen track is related to, especially if the student wishes to work immediately after graduating from Senior High School.

Educators found out a mismatch in the track and the student's interests, personality and passion may lead to a poorly knowledgeable graduate who will find it hard to compete in the job market or keep up with other students when he or she goes to college. Choosing a right tracks / strands can help learners set goals and develop strategy for getting where they want to be.

Part of selecting appropriate strands involves making an honest self-evaluation of talents and skills, and interest.

This prompted the researcher to investigate regarding the determinants of senior high school tracks and strands inclination of Grade 10 students so they will be properly guided to avoid waste of time, effort, and finances in choosing career.

THEORETICAL REVIEW

This chapter presents the literature and studies that has a bearing on the study. Aljojo (2016) on the study on choosing a career based personality matching that the selection of an occupation or career has been considered as difficult and straightforward many years ago, before the industrial revolution. Individual's career was simply determined by following in their father's footsteps. Over time, young people choosing their occupation or career has changed dramatically and become far more complex.

Wider access to higher levels of education, women entering the workforce and the swing from industrialization to service-based industries in many developed economies have all had an impact on how an individual chooses their occupation or career. In this post industrialization period, where a higher level of skills is generally required due to the emergence of knowledge working and knowledge based industries, individuals might have greater choice than ever before regarding their careers, but the extensive opportunities when choosing the right career also present challenges.

The study allows students to make informed decisions regarding their professional lives and future personal lives is vital in order to ensure that students understand the complex process and how it might impact their lives in the future. Borchert (2002) in a study of students at high school highlighted the factors of personality, opportunities, and environment as the fundamental

drivers of decision making of a career. However, the overriding factor determining career selection was in fact the personal desire and disposition of a student to select a particular career.

The view that individuals should select a career in line with their personality was also supported by Ferguson (2010) who listed six basic vocational interests which included social, investigative, realistic, enterprising, artistic and conventional (SIREAC types) referred to as Holland Typology.

Ferguson (2010) claimed that individuals can typically be classified as one of these personality types. Also, he recommended that an individual should consider careers which provided a good match in terms of the environment offered and personality type. Moreover, he concluded that a greater level of congruence among personality traits, personal interest and the environment offered a higher level of professional and personal satisfaction.

Schreiner (2010) asserted that parental profession affects the choice of career, as it is the closest influence an individual normally has. High school coursework, higher education and vocational training opportunities also influence career decisions. However, it is an individual's personality which plays the substantial role when choosing a career. Students tend to opt for careers which are similar to their personalities.

Gioia (2010) explained the reasons why people make bad career choices such as unsuitable careers, such as parental expectations, peer pressure, uninformed decision making and poor self-image.

Joseph (2012) in a study on the impact of family influence in choosing a career found out that adolescents tend to have difficulty identifying their career interests. Research identifies that career interest linked to students' academic achievement. Counselors and educators need to help students develop skills for their job search in careers that are congruent with their individualized career plan. This involves a great deal of career and vocational education. Career education requires that students explore activities associated with career choices over a life span considering family, work, and leisure.

Witko (2006) studies on senior high school students' occupational aspirations found out that interest, skill, personal meaning, challenges and parental support are variables contributory to the occupational aspirations of senior high school students. In the study of La (2009) as cited by Abarro (2016) revealed that parent' supports, school structure, gender and grade have considerable influence on the Vietnamese Senior high school students' educational and career choice.

Leonard (2009) as mentioned by Abarro (2016) in his investigation on students' preferences found out that high school students' course selection decisions in South Carolina found out that parents and teachers are highly influential in the course selection decision. Eremie (2014) as pointed out by Abarro (2016) in his study on comparative analysis on the factors influencing career choices among senior secondary school students in Rivers State, Nigeria. The result showed that there were significant differences in the career preferences when grouped according to their sex, parity, and parental influence. Also, socio-economic backgrounds were influential in students'

decisions to pursue a senior high school tracks. Cultural factors, especially English fluency, were also relevant.

Table 1: Respondents' profile

Profile	Frequency	Percentage
Age		
	15-20 years	134
		99%

METHODOLOGY

a. Sampling

The respondents will be the selected Grade 10 students of three (3) secondary schools of Buenavista II District. Table 1 shows the distribution of respondents according to schools.

Table 1
Distribution of Respondents

Schools	Respondents
Abilan National High School	50
FS Omayana National High School	43
Manapa National High School	42
Total	135

b. Data Gathering Method

The researcher sought permission from the schools division superintendent for the conduct of the study. Upon its approval, he asked permission from the district supervisor and school heads to float the survey questionnaire to the respondents.

c. Statistical Treatment

The statistical technique used to quantify the gathered data.

- Mean. This statistical tool was employed to determine the determinants of respondents' inclination in Senior High School tracks and strands.
- Frequencies and Percentages. This statistical tool was used to determine the respondents' socio-economic profile and tracks and strands preference.

RESULTS AND DISCUSSION

a. Findings

This chapter presents the analysis of data obtained from the study according to the problems stated in Chapter 1.

Problem 1: What are the socio-economic profiles of the Grade 10 students?

	21-25 years	1	1%
	Total	135	100%
Sex			
	Male	68	50%
	Female	67	50%
	Total	135	100%
Parents' Occupation			
	Professional	7	5%
	Skilled	128	95%
	Total	135	100%
Parents' Educat'l Attainment			
	College Grad.	14	10%
	College Level	16	12%
	HS Grad.	52	39%
	HS Level	30	22%
	Elem. Grad.	12	9%
	Elem. Level	11	8%
	Total	135	100%

Table 1 shows the distribution of respondents in terms of socio-economic profile.

Exactly 99% (134) of the students are aging 15-20 years. And only 1% whose ages fall with the range 16-20 years. As to sex, the respondents are almost divided equally; 50% boys and 50% girls.

Majority of parents among students are skilled workers (95% or 128). The remaining 5% (7) are professionals. Further, these parents' educational backgrounds are so spread. Nearly 39% (52) of the said parents are High School graduates and 22 % (30) did not even finish High School degree.

As presented, only 10% (14) are college graduates and 12% (16) college level. The remaining parcel of students' parents did not pursue any years in High School. In a study of Hewitt cited by Mbagu et.al (2016) revealed that the factors that influence career choice of secondary school students can either be intrinsic or extrinsic or both. Parental background in terms of education was discovered as one of the external factors that influence students' career choices. 56% of 2,015 interviewee reported that their career choice was influenced by their parents.

Also, in a study of Okeke cited by Mbagu et.al (2016) on the relationship between parental occupations and their children's occupational preference revealed that parents' vocation influences career choice of their children. Using 200 teenagers from Federal Government College, Umuahia, Abia State, he found that 60% of the children were willing to take after their father's occupation while 23% were willing to follow their mother's occupation. Together, 76% of the sample size choice of career was influenced by their parents' vocation.

Problem 2: What are the track and strands inclination of Grade 10 Students?

Table 2: Cross-tabulation results on students' academic track and strand inclination

Strand	Academic Track				Total
	Academic	Tech Voc	Sports	Arts and Design	
HUMSS	17	1	5	2	25
ABM	13	7	8	4	32
STEM	15	1	7	3	26
GAS	12	7	2	1	22
H.E.	0	11	2	2	15
AFA	0	6	2	0	8
IA	0	0	0	1	1
ICT	1	2	3	0	6
Total	58	35	29	13	135

Table 2 presents the cross-tabulation between students' academic track and strand inclination.

It can be gleaned that 43% (58) of the students showed inclination to academics and 26% (35) preferred technical vocational track. The remaining 21% (29) and 10% (13) of the respondents are inclined to sports and arts and design, respectively. As to strands, 19% (25), 24% (32), 19% (26), and 16% (22) of the students preferred HUMSS, ABM, STEM, and GAS, respectively. Further, 17, 13, 15, and 12 students under academic track favored HUMSS, ABM, STEM, and GAS strands, respectively. Among TechVoc inclined students, 11 chose H.E., 7 for ABM, and 7 for Gas. Further, almost 8 and 7 students under sports wished ABM and STEM strands, respectively.

Problem 3: What is the extent of manifestation of the following determinants to tracks and strands inclination of the respondents in terms of?

Table 3: Extent of manifestation of the following determinants to tracks and strands inclination of the respondents in terms of personality.

Personality	Mean	Extent of Manifestation
My personality fits best in my chosen track/strand that I would take from this Track.	4.44	High
My traits and understanding of them will give me an advantage on landing to my pursued career.	4.54	Very High
I am more productive in the career that I will practice due to my traits.	4.44	High

My attributes should be ideal for the track/strand that I would focus on.	4.28	High
Overall Mean	4.43	High

Note: Mean scores 1.00-1.50: Very Low, 1.51-2.50: Low, 2.51-3.50: Moderately High, 3.51-4.50: High, 4.51-5.00: Very High

Table 3 shows the extent manifestation of tracks/stands inclination of respondents in terms of personality.

It can be gleaned that respondents rated very high (4.54) that traits and understanding provided them an advantage to get a job. Moreover, majority rated high (4.43) that personality is ideal and the basis in choosing tracks/stands which will make them productive in the career they will be practicing. In the study of Kemboi (2016) found out that there is a significant relationship between personality type and career choice. Career planning is vital in creating an occupational awareness.

In a study of Järilström (2000) cited by Marjaana, G. et.al (2015) showed that personality is related to the career expectations of students. Moreover, Reed et al. (2004) cited by Marjaana G. et. al (2015) demonstrated that personality factors influence the career choices of students.

Table 4: Extent of manifestation of the following determinants to tracks and strands inclination of the respondents in terms of family and relatives

Family and Relatives	Mean	Extent of Manifestation
My parents and/or relatives took the same career that I would pursue.	2.26	Low
Preferences are made by a relative since they will provide for the expenses.	2.42	Low
My family will give me support on the chosen track/strand for me.	4.44	High
I believe that they are the one who are responsible to choose a track/strand for me since they know what is best for me.	2.90	Moderately High
Overall Mean	3.01	Moderately High

Note: Mean scores 1.00-1.50: Very Low, 1.51-2.50: Low, 2.51-3.50: Moderately High, 3.51-4.50: High, 4.51-5.00: Very High

Table 4 shows the extent manifestation of tracks/stands inclination of respondents in terms of family and relatives.

It can be deduced that the respondents rated highly (4.44) in the statement that the family supported them in choosing the tracks/strands. On the other hand, the respondents did not take the same career that their parents do as they responded low (2.26) and that their family and relatives do not affect

them in their tracks preference as they rated it low (2.42). As a whole, the respondents rated moderately high (3.01) in this factor.

Amatea et al. (2004) in her study cited by Joseph (2012) proved that parents are imperative phase of adolescence career development. Adolescents use their family environment as a point of reference in career choice. Therefore, parents need to be equipped with the necessary information or resources so that they can provide feedback and opportunities for career exploration. Moreover, he accentuated that family ties contribute a positive effects on student performance in maximizing resources for academic achievement and social-emotional development of the student.

In the study of Ellie and Williams (2009) of Boston College of Business Science cited by Sinkombo (2016) validated the significance of parental involvement on career choices of students inadvertently the time children reached into adolescence. Additionally, parent’s approach inspires teenagers to explore a diverse set of potential occupations or follow the path their parents will favor of. Also, it is not surprising that even the third or fourth generations work in the same profession.

Table 5: Extent of manifestation of the following determinants to tracks and strands inclination of the respondents in terms of job opportunities

Job Opportunities	Mean	Extent of Manifestation
There are abundant opportunities I can avail from the track/strand that I would pursue.	4.00	High
The Track that I chose will help me to find a suitable career easily.	4.36	High
The track/strand that I would pursue is timely in-demand.	4.01	High
I am fully aware of the opportunities that surround the track/strand that I seek	4.48	High
Overall Mean	4.21	High

Note: Mean scores 1.00-1.50: Very Low, 1.51-2.50: Low, 2.51-3.50: Moderately High, 3.51-4.50: High, 4.51-5.00: Very High

Table 5 presents the extent manifestation of tracks/stands inclination of respondents in terms of job opportunities.

The respondents’ tracks/ strands preference anchored on job opportunities as they rated high in all indicators. The overall mean (4.21) manifested that this indicator help them find a suitable job.

In the investigation of Mind Tools (2014) as cited by Japitan, et.al (2015) suggested that investigating for career opportunities saved time, discovered opportunities, and matched to one’s interests or skills, and found out about promotions and job openings. Also, it helped identify ways of expanding the knowledge and skills needed for the career.

Job opportunities provided advantages by integrating employment and school experiences to the benefit of adolescents’ vocational development. In the

study of Hamilton& Hamilton (2000) as cited by Japitan et. al (2015) that internships and work-school cooperative programs ,workplace visits or job shadowing exposed them to the possibilities of working in particular kinds of settings.

Table 6: Extent of manifestation of the following determinants to tracks and strands inclination of the respondents in terms of interest

Interest	Mean	Extent of Manifestation
I am particularly interested in this track/strand that I will pursue from this Track.	4.44	High
I like doing things related to the career that I would specialize in this Track.	4.39	High
My experience stimulated my interest for this track/strand.	3.74	High
I see myself as competent at this track/strand that I will pursue from this Track/strand.	4.24	High
Overall Mean	4.20	High

Note: Mean scores 1.00-1.50: Very Low, 1.51-2.50: Low, 2.51-3.50: Moderately High, 3.51-4.50: High, 4.51-5.00: Very High

Table 6 shows the extent manifestation of tracks/stands inclination of respondents in terms of job interest.

It can be surmised in the responses that all the indicators rated high (4.44) in choosing tracks/strands by their own interest and decision. Also, respondents' experience motivated them to get the track where they rated high (3.74). The overall mean (4.20) speaks that they respected their interest in choosing the track. In the study of Zing (2007) as cited by Ahmed (2016) surmised that personal liking of an individual towards a particular subject contributes the students' career selection decision.

Also, in the study of Shertzer and Stone (2003) as pointed out by Ahmed (2016) found that interest illustrated by students lead to an improved performance and selection of profession in the same direction.

Furthermore, in the investigation of Edward and Quinter (2012) as recounted by Ahmed (2016) revealed that students' predilection towards a particular field and job inclination match between student personality and selected professions is substantial factor contributing in career path.

Problem 4: What are the significant factors that significantly influenced students' track preference?

Table 7: Chi square test results on the association between profile, determinants and students' career preference

Factors	Pearson Chi Square	P-value	Remarks
Age	6.94	0.33	Not Significant
Sex	4.76	0.19	Not Significant
Parents' Occupation	2.04	0.56	Not Significant
Parents' Educational Attainment	31.12	0.01	Significant
Personality	9.99	0.13	Not Significant
Family and Relatives	17.04	0.15	Not Significant
Interest	7.68	0.57	Not Significant
Job Opportunities	8.61	0.47	Not Significant

Table 7
display

s the Chi square test results on the association between profile, determinants and students' career preference.

It can be observed that among the factors considered, only parents' educational attainment significantly influenced students' career preference. This is supported by the respective Pearson Chi Square value of 31.12 with the p-value of 0.01. It can be observed that majority of the students whose parents are college graduate (9) preferred technical vocational courses.

On some note, students who are inclined for academic tracks are those who are coming from parents with lower educational attainments. In fact, 27 and 15 students under academic track are reared by parents who are high school graduates and high school levels, respectively. This empirical evidence substantiated the significant and statistical association between students' career preference and parents' educational attainment.

Alphonse (2016) proved that parents shaped the personality of the children by influencing the level of education or training that they achieved on the knowledge about work, the beliefs and attitudes towards job, and the motivation to succeed. Inadvertently, the children's learning absorbs from their parents' attitudes and expectations.

According to Keller (2004) as specified by Alphonse (2016) that the key parental influencers to a student's career choice include the parents' attitudes and behavior, parental expectations for their children's education and career, the examples they set for their children, the values they show to their family, friends and to society, the opportunities they offer their children to learn and develop themselves, and the kind of parent-child relationship they develop.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on the findings of the study, the following conclusions are drawn. The study focused on the determinants of senior high school tracks/strands inclination of the Grade 10 students. It involved the 135 Grade 10 students of three (3) secondary schools of Buenavista II district.

The survey questionnaire adopted from College Department of Don Bosco Technology Center was used to verify the senior high school preferences. Majority of the respondents are aging 15-20 years and they are almost divided equally in terms of sex. Also, most of the parents are skilled workers and are high school graduates.

Majority of the respondents have predilection on academic track. They rated high in personality as the basis in choosing tracks/stands. Also, they rated moderately high in family and relatives as factor. Furthermore, they rated high in job opportunities and interest as indicators. On the other hand, only parents' educational attainment significantly influenced students' career preference.

Recommendation

Based on the results of this study, the following recommendations are presented for consideration. The researcher will conduct intensive Career Guidance Advocacy Program to the parents and students to give information and provide guidance about career options available to young people so that they will be able to make the most of the opportunities that are available to them.

ACKNOWLEDGMENT

The author expresses profound gratefulness and conveys heartfelt appreciation to the following personalities for their unfathomed assistance and overflowing support that made the realization of this study.

Dr. Cesar Francis Bringas, OIC-Regional Director and Chairman Research Committee for the opportunity bestowed upon the researcher as grantee of Basic Education Research Fund;

Arsenio T. Cornites, Jr., CESO V, Schools Division Superintendent of Agusan del Norte, for his constant motivation to finish the study and for the approval to undertake the study;

Mrs. Esther G. Sanoria, District-in-Charge, for her motherly advice and uplifting encouragement that ignited the writer's interest and determination;

Richelle T. Virtudazo, for her love, motivation, and support. Her unfathomed understanding made this a reality;

Althea Iyanah Juchelle, Athena Emerald Cassandra, and Ayessha Khynee Virtudazo, children of the writer, for bringing joy and ultimate inspiration to make this study a success;

Susan M. Luz, Julius Luz, and Tiffany Diane Luz, for the love and support beyond compare;

Florentina A. Virtudazo and Leonillo Virtudazo (deceased), for their moral guidance and advice;

Gina Monterde and Julius Virtudazo, Sr., for the genuine love and affection that intensify the author's desire;

Remila, Manuel, Michelle, Flordicante, Marian and Marvin Trajano, for their profound support and encouragement;

Jane, Dionesio and Blasé Jane Bibera for lovingly supporting and praying to make this undertaking a success;

Brother Felgem Vem N. Maico, for his spiritual advice which eases the burden of the writer;

The Faculty and Staff of Abilan National High School for the laughter and food trips; and to

The Lord God Who provides the gift of life and wisdom.

REFERENCES

Abarro, J. (2016). Factors Affecting Career Track and Strand Choices of Grade 9 Students in the Division of Antipolo and Rizal, Philippines. *International Journal of Scientific and Research Publications*, vol.6, issue 6. ISSN 2250-3153

Ahmed, K. (2016). Factors Influencing Students' Career Choices: Empirical Evidence from Business Students. *Journal of Southeast Asian Research*. IBIMA Publishing. Vol. 2017(2017), Article ID 718849, 25pp. DOI: 10.5171/2017.718849.<http://ibimapublishing.com/articles>

Aljojo, N. (2016). Choosing a Career Based Personality Matching: A cCase Study of King Abdulaziz University. *International Journal of Advanced Computer Science and Applications*. Vo. 7, No.2. Saudi Arabia

Davidson, M. (2010). Factors Affecting Career Choices . Retrieved Jan. 20, 200, from www.ewhow.com: http://www.ewhow.com/list_6685028_factors_affecting_career_choices.html

Gioia, C. (2010). Why people make bad career choices. Retrieved Sept. 27, 2010, from <http://www.helium.com>: http://www.helium.com/items/190323_8_why_people_make_bad_careerchoices.

Japitan, L. et. al (2015). Factors Affecting Senior High School Track Preferences of Grade 9 Students of Don Bosco Technology Center, Inc. Academic Year 2014-2015 : A Basis for Career Guidance Program. College Department of Don Bosco Technology Center, Inc.

Joseph, L. (2012). The Impact of Family Influence and Involvement on Career Development University of Central Florida.

Joseph, L. (2012). The Impact of Family Influence and Involvement on Career Development. University of Central Florida. Electronic Theses and Dissertations,2210. <http://stars.library.ucf.edu/etd/2210>. STARS Citation

Marjaana, G. et. al. (2015). The Influence of Personality on Students' Career Decisiveness- A Comparison between Chinese and German Economics and Management Students. Management Revenue. Academic Journal Article.

Mbagwu, M. et.al (2016). Influence of parents' educational background on career choice of teenagers among senior secondary school students in Owerri. Edorium Journals, 2:14-20

Ongchoco, J. (2017). High School Dilemma: Choosing the right strand. R.A. No. 10533. Official Gazette.2013. www.officialgazette.gov.ph/2013/05/15

Schreiner, E. (2010). Factors Influencing Employment Choices After High School. Retrieved Jan 20, 2016, from www.ehow.com:http://www.ehow.com/list_6578688_factors_choice_s_after_hi_gh_school.html.

Sinkombo, C. (2016). Influence of Parents on Career Choice of Their Children. University of Zambia. Sage Books

Witko, K. et al. (2006). Senior high students' career plans for the future: Outcomes of the comprehensive career need survey in

Virtudazo

Southern Alberta, Canada. *International Journal for Educational
and Vocational Guidance*, 6(2), 77- 94.