ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 1| January2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

CAREER GUIDANCE COUNSELING AND TRACK SELECTION OF SENIOR HIGH SCHOOL STUDENTS

Benidick M. Pelitina[1], Phillippe John Joshua J. Dimalanta[2], Maureen C. Martinez [3] Ashley Ann C. Maramag [4]

[1] *LPT, Science Teacher, Integrated Basic Education Department, World Citi Colleges-Guimba, Nueva Ecija, Philippines*
[2] *LPT, Mathematics Teacher, Integrated Basic Education Department, World Citi Colleges-Guimba, Nueva Ecija, Philippines*
[3] *LPT, Filipino Teacher, Integrated Basic Education Department, World Citi Colleges-Guimba, Nueva Ecija, Philippines*
[4] *Student, Accountancy Business and Management, World Citi Colleges-Guimba, Nueva Ecija, Philippines*

Article DOI: https://doi.org/10.36713/epra25787
DOI No: 10.36713/epra25787

ABSTRACT

This study examined the relationship between career guidance counseling and the track selection of Senior High School students at World Citi Colleges–Guimba Campus. Specifically, it determined students' level of awareness of Senior High School tracks, their confidence after attending career guidance counseling, and the relationship between counseling and track selection. A quantitative research design was employed. Data were collected from 46 Grade 11 and Grade 12 students who had participated in career guidance counseling using a validated survey questionnaire. Descriptive statistics and chi-square tests were used to analyze the data. Results showed that students demonstrated a high level of awareness of Senior High School tracks (overall mean = 3.995) and a high level of confidence in track selection after counseling (mean = 4.17). The chi-square results indicated a statistically significant relationship ($p < 0.05$) between career guidance counseling and students' chosen tracks. The findings suggest that career guidance counseling contributes to increased awareness, confidence, and informed decision-making in track selection. The study concludes that career guidance counseling plays a significant role in helping students make appropriate track choices aligned with their interests and abilities.

KEYWORDS: *Career Guidance Counseling, Track selection, Senior High School Student, Career awareness, Decision-Making Confidence, Quantitative Research*

1. INTRODUCTION

Selecting an academic track is one of the decisions for Senior high school (SHS) students in the Philippines. With this K-12 education, they must choose their academic track. This decision is not only their subject exposure but also shapes their future tertiary education pathways. Career guidance counselling (CGC) serves as support by helping the students reflect on their interests and long-term goals. Understanding how CGC impacts their track selection is essential to ensure that the students will make informed choices that are aligned with their capabilities.

In these recent studies in the Philippines, the context of these multiple factors including academic performance, parental influence, interest, career aspirations, and resource availability, on SHS track choices. For example, Kilag et al. (2023) have found that academic performance and parental guidance are significantly the students' track preference, with higher performance in learning towards the academic tracks.

The study of Kilag et al (2023) identified that the students' interest, career benefits, and access to resources are a key influence. Additionally, Kilag et al. (2023) emphasize that active parental involvement has shaped the track decisions for the students supported by their parents' preferences. More specifically, Giramo (2024) has investigated that between SHS strands and the students' career defined as the confidence in career goals and choices, revealing a significant correlation. The students in certain strands are reported to a higher self-efficacy and clear career goals.

While numerous studies have explored the factors that influence academic track selection, such as academic performance, parental involvement, and student interests, there remains limited quantitative research on the role of career guidance counseling. For instance, Odhiambo et al. (2024) used an ex-post-facto research design and regression analysis to show that individualized counseling had a statistically significant positive influence on students' career choices. However, their study focused on career pathways in general rather than on track selection. This highlights a gap that the present study seeks to address, examining whether senior high school students who receive career guidance counseling make more informed and aligned choices in their tracks.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 1| January2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

This study also seeks to provide schools with evidence-based recommendations to strengthen their guidance programs. International literature emphasizes the same point: research findings are critical in shaping effective school policies and practices. Watts (2004) explained that career guidance acts as a bridge between individual aspirations and societal needs, helping students connect education with labor market realities. He further noted that policymaking in education and career services becomes more effective when grounded in systematic and evidence-based research.

In this way, the present study not only informs school- level practice but also contributes to broader policy discussions on improving guidance and counseling programs. Ensuring that students make choices aligned with their skills and interests empowers them to stay motivated and succeed academically. By analyzing the relationship between counseling and track selection, this study can identify whether students who received guidance counseling are more confident and satisfied with their chosen track. The study's expected outcome is to show that career guidance counseling (CGC) has a significant and positive relationship with the track selection of Senior High School students.

2. OBJECTIVES

The primary objective of this study is to examine the relationship between career guidance counseling and the track selection of Senior High School students. Specifically, this study aims to:

1. To know the sociodemographic of the respondents
2. To identify which tracks are most commonly chosen by Senior High School students.
3. To know students' level of awareness and understanding regarding the different tracks.
4. To evaluate the effectiveness of career guidance counseling in helping students select tracks aligned with their interests, skills, and goals.
5. To determine the relationship between career guidance counseling and the students' chosen tracks.

3. METHODOLOGY

This study will use a quantitative research design. The purpose is to know the relationship between career guidance counselling received by the senior high school students and their track selection. The correlational approach is to seize the strength and direction of the relationship linking two variables without utilizing them.

4. SAMPLING DESIGN

This research sampling procedure will use a purposive sampling technique or method for participants who will be selected based on the specific characteristics that are relevant to the research gap. According to Muhammad Riza Darwin et al (2020) those students were chosen by using a purposive sampling technique. The collection of data in this study was done by using a survey questionnaire to investigate the needs of senior high school students in the field of career. The collected data were analyzed with a descriptive method. Since this research is focused on the career guidance, counseling and track selection of senior high school students, the respondents will be students who have already taken the Career Guidance.

This ensures that the participants will have the necessary background to provide relevant and meaningful insights regarding career guidance on their chosen academic tracks. The total number of the senior high school is 79 students, and of the 79 students, there are only 46 students who have taken a career guidance counseling

5. STATISTICAL DESIGN

The demographic profile of the respondents was analyzed in this study by means of frequency counts and percentages. The distribution of preferences was also done through frequency and percentage for the tracks most frequently chosen in Senior High School. Descriptive statistics applied to a Likert-scale questionnaire were used to assess the students' awareness and comprehension of the various tracks, with the mean scores and standard deviations employed to portray their familiarity level.

Moreover, an independent samples Z-test was used to compare the confidence levels of students who underwent career guidance counseling and those who did not. The Chi-Square test was finally employed to see if there was any significant relationship between career guidance counseling and the students' track choices.

6. GEOGRAPHICAL AREA

This research is being conducted at the Guimba Campus of World Citi Colleges, which is in Saranay District, Guimba, Nueva Ecija. Senior high school students from the HUMSS, ABM, and ICT strands are all present on campus. These students have different passions and ambitions. Intending to support students in choosing an educational path, the school provides career guidance and counselling. The objective of this research is to figure out the connection between counselling and track selection; therefore, this location is perfect to obtain this objective. With students from different strands, the school provides the study with enough information for analysis. The school is a perfect foundation for a quantitative study

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 1| January2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

7. RESULT

Demographic Profile of the Respondent

Table 1. Age Of The Respondent

Age of the Respondents	Frequency	Percentage
15-16	18	39.13%
17-18	23	50%
19-20	1	2.17%
Total	**46**	**100%**

The age distribution of 46 respondents. The largest age group is 17–18 years old, comprising 23 respondents, which accounts for 50% of the total sample. This indicates that most participants are in the 17-18 age range. On the other hand, the group of 15–16 years old, where 18 respondents or 39.13% of the participants in the study have been included. Lastly, the 19–20 age group is represented by 1 respondent or 2.17% only.

Jemini-Gashi (2023) examined the effectiveness of career-guidance workshops among adolescents and reported a slightly higher number of male participants compared to females. The study emphasized that participation patterns in structured workshops may depend on students' interest in practical, skill-oriented activities, which sometimes attract more male attendees.

Table 2. Gender Of The Respondents

Gender	Frequency	Percentage
Female	21	47%
Male	25	53%
Total	**46**	**100%**

The gender distribution indicates that the respondents are nearly split. In fact, 21 females were amounting to 47%, and 25 males representing 53% of the total. This near-balanced distribution could imply that in this feedback collection, the perspectives of both genders are fairly represented.

Jemini-Gashi (2023) examined the effectiveness of career-guidance workshops among adolescents and reported a slightly higher number of male participants compared to females. The study emphasized that participation patterns in structured workshops may depend on students' interest in practical, skill-oriented activities, which sometimes attract more male attendees.

Table 3. Grade Level Of The Respondents

Grade Level	Frequency	Percentage
Grade 11	24	52.17%
Grade 12	22	47.83%
Total	**46**	**100%**

The Grade 11 students are the slightly bigger group with a total of 24 respondents or 52.17% of the sample, while 22 respondents represent Grade 12, accounting for 47.83%. This indicates that both grade levels are almost equally represented in the study. This close distribution also means that insights gathered come from both year levels in senior high school, hence providing a more balanced view of the respondents' experiences.

According to Otwine (2022), schools commonly schedule their most intensive career guidance activities—such as seminars, counselling sessions, and career-awareness programs—during the first year of senior high school. As a result, Grade 11 students tend to be the biggest participants in these interventions, since these activities are aligned with their need to assess whether their chosen tracks match their interests and abilities.

Table 4. Strands Of The Respondents

Strands	Frequency	Percentage
HUMMS	30	65.22%
ABM	10	21.74%
ICT	6	13.04%
Total	**46**	**100%**

The participants' distribution by SHS strand is displayed on the table. The biggest group of the surveyed people, that is 30 out of 46, is from HUMSS, and this accounts for 65.22% of the entire sample. After HUMSS, the next group is the ABM strand with 10 respondents or 21.74%, which indeed represents a smaller but still significant portion of the group. On the other hand, the ICT strand has the fewest number of participants, with only 6 respondents making up just 13.04% of the total. The results can be interpreted

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 1| January2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

as saying that HUMSS students are the major group behind the feedback, and this is the reason for their great representation.

According to Otwine (2022), schools commonly schedule their most intensive career guidance activities—such as seminars, counselling sessions, and career-awareness programs—during the first year of senior high school. As a result, Grade 11 students tend to be the biggest participants in these interventions, since these activities are aligned with their need to assess whether their chosen tracks match their interests and abilities.

Table 5. Descriptive Statistic

Statement	Mean	Verbal Interpretation
I am aware of all the available Senior High School tracks in the curriculum.	4.00	Strongly Agree
I understand the purpose of each senior high school track	4.15	Strongly Agree
I have enough information about the Senior High strands before making a choice.	4.19	Strongly Agree
I know the subjects included in my chosen track.	3.91	Agree
I know what skills my chosen track helps develop.	3.89	Agree
I am aware of the possible college courses that align with my track.	4.21	Strongly Agree
I am aware of the possible careers related to my chosen track.	4.21	Strongly Agree
I know the possible opportunities related to my chosen track.	3.86	Agree
I attended an orientation about track selection.	3.60	Agree
I made my track choice with enough knowledge about all available options.	3.93	Agree
Total	**3.99**	**Agree**

The nine items assessing students' confidence in selecting their academic track after receiving career guidance yielded an overall mean of 4.17, which falls under Agree to Strongly Agree. This indicates that students generally feel more confident in their track decisions after participating in career guidance activities. The sample variance (0.04515) and standard deviation (0.2125) are both low, showing that students' confidence levels are high and consistent across all items. The range (0.74) also indicates slight variation among items, but still within a generally strong positive response pattern. Overall, the results show that career guidance contributes to greater confidence and clarity among students when choosing their SHS tracks.

This result is consistent with Tagulob (2020), who found that adequate career guidance improves students' understanding of Senior High School tracks and their alignment with future academic pathways. Similarly, Upoalkpajor (2020) reported that career counseling helps students connect their interests and abilities with available educational opportunities, leading to better-informed decisions. Therefore, the high awareness observed among the respondents may be attributed to their exposure to career guidance counseling prior to track selection.

Table 6. Chi-square test

Statement	X^2	DEGREE OF FREEDOM	P value	INTERPRETATION
Career guidance counselling influenced my decision in selecting my final track.	44.87	4	<0.05	SIGNIFICANT
Counselling helped me realized that my chosen track suits my personality.	43.78	4	<0.05	SIGNIFICANT
Counselling helped me confirm that my chosen track matches my interest.	32.043	4	<0.05	SIGNIFICANT
My counselor's advice influenced my confidence in choosing my track.	41.17	4	<0.05	SIGNIFICANT
Counselling provided information that helped me	42.04	4	<0.05	SIGNIFICANT

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 1| January2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

make my track decision.				
My chosen track is consistent with the guidance I received from the counselor.	54.22	4	<0.05	SIGNIFICANT
The guidance I received helped me rule out tracks that were not suitable for me	48.35	4	<0.05	SIGNIFICANT
Counselling helped me feel more certain about my chosen track.	38.78	4	<0.05	SIGNIFICANT
Career guidance counseling helped me make a better decision when choosing my strand.	48.57	4	<0.05	SIGNIFICANT

All the computed p-values from the chi-square analysis—<0.05 are far below the 0.05 significance level, indicating a consistently strong statistical relationship between career guidance counseling and students' chosen tracks. These extremely small p-values provide strong evidence to reject the null hypothesis, showing that career guidance counseling significantly influences students' decision-making regarding track selection. Overall, the results suggest that effective and well-structured counseling programs can meaningfully support students in making informed and appropriate educational pathway choices.

Philippine research (2021) identified multiple factors associated with senior high school (SHS) track choice and highlighted the role of school guidance in preparing students for track decisions; the study suggests that guidance activities influence students' selection through awareness, alignment with interests, and information about opportunities. Another Philippine study of career guidance advocacy programs (schools, Grade 10 completers) found a positive relation between implementation of career guidance activities and students' actual career choices, supporting the idea that structured guidance can change bot preparedness and choices. These findings support the interpretation that local career guidance contributes to clearer, more confident track selection.

8. SUGGESTIONS

Based on the findings and conclusions of the study, the following recommendations are offered:

1. School administrators may strengthen career guidance programs by ensuring regular and structured counseling sessions for all Senior High School students.
2. Guidance counselors are encouraged to provide comprehensive information about Senior High School tracks, including subjects, college pathways, and career opportunities, to further enhance students' awareness.
3. Teachers may collaborate with guidance counselors by integrating career-related discussions into classroom activities to reinforce informed track selection.
4. Students are encouraged to actively participate in career guidance activities and seek counseling support when making academic decisions.
5. Future researchers may conduct similar studies using larger samples or mixed-method approaches to further explore the impact of career guidance counseling on track selection

9. CONCLUSIONS

This study examined the relationship between career guidance counseling and the track selection of Senior High School students at World Citi Colleges–Guimba Campus. The respondents were mostly 17–18 years old, with nearly equal representation of male and female students, and a balanced distribution between Grade 11 and Grade 12. Most respondents belonged to the HUMSS strand, followed by ABM and ICT. These demographic characteristics provided a clear context for understanding students' experiences with career guidance counseling and track selection.

The findings revealed that students demonstrated a high level of awareness and understanding of the available Senior High School tracks. The overall mean score indicated that students were generally knowledgeable about track options, related subjects, college courses, and possible career opportunities. The low variability in responses further suggests that this level of awareness was consistent among the respondents, indicating that students shared similar levels of understanding regarding track-related information.

Results also showed that career guidance counseling contributed to students' confidence in choosing their academic tracks. The high overall mean score for confidence indicates that students felt more certain about their decisions after attending counseling sessions. Students reported that counseling helped them identify their strengths and interests, understand the implications of their chosen tracks, and reduce confusion during the decision-making process. Moreover, the chi-square analysis revealed a statistically significant relationship between career guidance counseling and students' chosen tracks. The results led to the rejection of the null hypothesis, indicating that career guidance counseling is significantly associated with students' track selection. This suggests that counseling plays an important role in influencing how students decide on their academic pathways.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 12| Issue: 1| January2026|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Overall, the findings of the study indicate that career guidance counseling is associated with higher levels of awareness and confidence among Senior High School students when selecting their tracks. The results support the role of career guidance counseling as a valuable school-based support in helping students make informed academic decisions aligned with their interests and abilities.

REFERENCES

1. ***Gimarino* (2024)** *Career choice and self-efficacy toward SHS students' career goals. https://doi.org/10.37251/ijoer.v5i5.10793*
2. ***Jemini-Gashi, L. (2023)**. The effectiveness of career guidance workshops on adolescents' career development. International Journal for Educational and Vocational Guidance, 23(3), 585–602.https://www.researchgate.net/publication/375677343_Effectiveness_of_career_guidance_workshops_on_the_career_self-efficacy_outcome_expectations_and_career_goals_of_adolescents_an_intervention_study*
3. ***Kilag et al. (2023)** Exploring determinants of Senior High School track preference among Grade 10 students. https://files.eric.ed.gov/fulltext/ED628620.pdf*
4. ***Odhiambo et al.(2024)** https://rsisinternational.org/journals/ijriss/DigitalLibrary/volume-9-issue-6/5462-5470.pdf*
5. ***Otwine, A. T. (2022).** Efficacy of career guidance and counselling among secondary school students in Uganda. African Journal of 53 Career Development, 4(1), 1–8. https://doi.org/10.4102/ajcd.v4i1.57*
6. ***Muhammad Riza Darwin et al.(2020)** https://ejournal.undiksha.ac.id/index.php/JPI/article/view/26281/17425*
7. ***Philippine research** (2021)https://philjournalsci.dost.gov.ph/factors- associated-with-career-track-choice-of-senior-high-school*
8. ***Tagulob* (2020)** *Importance of career counseling in SHS track selection.54https://multidisciplinaryjournal.com/abstract/articles/Correlates-of-Students-Career-Preference-Senior-High-School-TrackPreviously-Taken-and-College-Programs-Currently-Enrolled-In.php*
9. ***Upoalkpajor* (2020)** *Knowledge & benefits of counseling in Agona East SHS students. https://journaljesbs.com/index.php/JESBS/article/view/963*
10. ***Organisation for Economic Co-operation and Development. (2004).** Career guidance and public policy: Bridging the gap (OECDPublishing). https://doi.org/10.1787/9789264105669-en*