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CAREER CHOICE OF GRADE STUDENTS: BASIS FOR ADDITIONAL CURRICULAR OFFERINGS IN THE SENIOR HIGH SCHOOLS

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ABSTRACT

The primary purpose of this descriptive study was to identify the career choice of students as baseline data for curricular offering of senior high schools in Region XI with 3,840 respondents using multi-stage sampling. Results showed that the popularity among the majority of students and parents of such academic track strands as Humanities, Education, and Social Sciences (HESS), Liberal Arts (LA), Science, technology, Engineering, and Mathematics (STEM) and Business, Accountancy and Management (BAM) indicates the status quo in the choice of career or future employment in Region XI. This traditional frame of mind adheres to the idea that white collar jobs are still the most wanted designations that future graduates look forward to. Hence, for each of the strands mentioned, Nursing, BEED, Communications, Civil Engineering and Accountancy, respectively, top the preferred courses. On the other hand, Physical Therapy, Theology, math or geodetic Engineering and Entrepreneurship figure as the top choices from among the less popular courses. In the choice of career, students are likely to consider their own personality as gauge of the academic program they would go into in Senior High School (SHS); thus, it has become the most dominant factor in the pursuit of higher studies. This influence is followed closely by parents, which also play critical role in directing their children as regards the career choice. It is interesting to know that students and parents preferred public urban type of institutions for SHS. This findings implies that stakeholders, specifically students and parents of region XI trust the capability of state colleges and universities or national high schools as provider of quality basic education (Grades 11 and 12). The lack of parents' interest for their children to pursue the other three tracks: Technical Vocational Track, Sports Track and Arts Track) implies prevailing mind set of parents that a college degree is the only key factor to reach a higher socioeconomic ladder. This calls for the need to advocate Technical Vocational, Sports and Arts Tracks while strengthening the career guidance and coaching of parents and students. On the other hand, TESDA, National Sports Commission and the National Arts should hold information campaigns to advertise careers in technical vocational, sports, and arts, respectively. Also school administrators in higher institutions may strengthen their existing curricular programs aligned with the SHS academic track as highly preferred by both the parents and students.

KEYWORDS: *Career choice, grade 12 students, Senior High School, Curricular Offering*

INTRODUCTION

Senior High School is two years of specialized upper secondary education; students may choose a specialization based on aptitude, interests, and school capacity. The choice of career track will define the content of the subjects a student will take in Grades 11 and 12. Each student in Senior High School can choose among three tracks: Academic; Technical-Vocational-Livelihood; and Sports and Arts. The Academic track includes three strands: Business, Accountancy, Management (BAM); Humanities, Education, Social Sciences (HESS); and Science, Technology, Engineering, Mathematics (STEM).

There are seven Learning Areas under the Core Curriculum. These are Languages, Literature, Communication, Mathematics, Philosophy, Natural Sciences, and Social Sciences. Current content from some General Education subjects are embedded in the SHS curriculum. Each student in Senior High School can choose among three tracks: Academic; Technical-Vocational-Livelihood; and Sports and Arts. The Academic track includes three strands: Business, Accountancy, Management (BAM); Humanities, Education, Social Sciences (HESS); and Science, Technology, Engineering, Mathematics (STEM).

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Students undergo immersion, which may include earn-while-you-learn opportunities, to provide them relevant exposure and actual experience in their chosen track. After finishing Grade 10, a student can obtain Certificates of Competency (COC) or a National Certificate Level I (NC I). After finishing a Technical-Vocational-Livelihood track in Grade 12, a student may obtain a National Certificate Level II (NC II), provided he/she passes the competency-based assessment of the Technical Education and Skills Development Authority (TESDA). NC I and NC II improve employability of graduates in fields like Agriculture, Electronics, and Trade.

Almost half a decade ago, the Philippines was still using the 10-year basic education system where 6 years are spent in elementary while the remaining 4 years are spent in high school before being admitted to higher education. But with the new K to 12 Program, it added another 2 years to a child's basic education.

The senior high school offers specializations where different tracks and strands are available. This makes it easier for your child to adjust to new environments once they graduate from Senior High School. The additional two years meant more time for students to contemplate. This became a way to determine if the student is interested on their desired college course, if they choose to continue into higher education.

With the additional time, students can also pursue more extracurricular activities inside or outside the school. Those activities can range from joining wholesome organizations or social work. Lastly, the chances of employability in an international labor market is increased. The standard basic education around the world adopts a 12-year curriculum. With that in mind, this increases the probability your child be accepted in a multinational company.
The researcher being prompted by the problem on the additional offerings in the senior high school ventures in conducting survey as to the career choice of the grade 10 students which will be the basis for additional offerings on the senior high school. Hence, this study.

This study seeks to determine the career choices of the high school students which will be the basis for additional offerings in the senior high school. Specifically, it seeks answers to the following sub-problems:

1. What are the High Sought Career Choices of High School Students?
2. What are the less sought career choices of high school students?
3. What are the high sought career choices of parents for their high school Students?
4. What are the less sought career choices of parents for their high school students?
5. What are the Factors Affecting the Career Choice of High School Students?
6. What are the Type of School Preferred by the Respondents?

METHODOLOGY

Research Design

This study utilized quantitative research design. This is essentially about collecting numerical data to explain a particular phenomenon, particular questions seem immediately suited to being answered using quantitative methods (Menand, 2018). In the same way, according to Cohen (2019), quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods. On other hand, the research design employs in this study quantitative non-experimental design using descriptive method to obtain information concerning the career choice of Grade 7 and 8 students from both public and private basic education schools in Region XI. In survey method research, as enunciated by Teddlie (2018) respondents answer questions administered through survey questionnaires. After they answer the questions, researchers will describe the responses given.

Research Respondents

The research study was conducted in Region XI with10 DepEd Divisions namely, Davao City, Tagum City, Digos City, Panabo City, Mati City, Island Garden City of Samal, Davao Oriental, Davao del Sur, Davao del Norte, and Compostela Valley).

The respondents of the study were 3, 840 and they were distributed as follows: 1,920 Grades 7 and 8 students and correspondingly 1,920 parents. This sample size is based on the sample size table provided by the Research Advisors (2020) within 99% confidence level at 2.5% margin of error. The actual number of sample points per type of school (public or private) per grade (Grade 7 or Grade 8) and per sex (male or female) was determined using proportional stratified random sampling. The same principle applied in getting the number of grades to

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represent the 10 Divisions to become respondents of the study. In the actual administration of the survey in the school selected, systematic sampling was applied to choose the final respondents for the study. The list to be used for systematic sampling was the class record or grading sheet of the point person in the school (a teacher or faculty).

Research Instrument

This study was utilized the face-to-face modality during classroom instruction. The pre and post-performance test equivalent to 25 –item test was administered using rubrics. The pretest was administered to all subjects prior to the treatment. The pretest was very helpful to assess the cooking skills of the learners. On the hand, post-test was administered to measure the effect of the treatment.

The research questionnaires used in the study is self-made survey questionnaire. As opined by Manion (2018) formulation of the questions and the structure of the questionnaire are critical to the success of the survey. He further suggested that before one started formulating questions to include in a questionnaire, it is imperative to have clarity about the research question and intended goals. Along with the same vein, Morison (2021) asserted that a well-defined research question and clearly defined goals for an intended study is the first step towards ensuring that all the relevant questions but only relevant questions are asked. In this view, the researchers commissioned to conduct this study are convened to analyze the research problem as basis in the construction of the survey questionnaire. The lead researcher and associate researchers are ascertained to provide a clear, concise formulation of the research questions; coming up with clear description of the target population to ask relevant background questions and formulate the questions in such a way that it is understood by the respondents, adapt and refine the available questions, and decide on the appropriate level of measurement for each question. The final draft of the self-made survey questionnaire underwent pilot testing at Daniel R. Aguinaldo National High School, Matina Aplaya, Davao City. The survey questionnaires were administered to 80 students and they were distributed as follows: 40 Grade 7 and 40 Grade 8 students tested the research tool. The optimum goal of pre-testing was to identify and rectify problems prior to the survey being conducted; and provide an indication of the response rate that can be expected. Results revealed that some of the directions/instructions in the survey questionnaire were modified and some questions stated therein were refined as clarified by the Grade 7 and 8 students during the pre-testing process.

Experimental Matrix

Experimental Group	Control Group
Lesson 1 Objective: Understand the importance of career exploration and planning. Class Proficiency Level: 98% Strategy: Brainstorming	Lesson 1 Objective: Identify personal interests, skills, and values related to career choices. Class Proficiency Level: 88%
Lesson 2 Objective: Understand the significance of making informed career choices. Class Proficiency Level: 98% Strategy: Brainstorming	Lesson 2 Objective: Identify personal interests, skills, and values relevant to career decisions. Class Proficiency Level: 88%
Lesson 3 Objective: Help Grade 12 students understand the process of career decision-making through self-assessment and exploration. Class Proficiency Level: 97% Strategy: Small Group Discussion	Lesson 3 Objective: Enable students to identify potential career paths aligned with their interests, skills, and aspirations. Class Proficiency Level: 88%
Lesson 4 Objective: Enable students to explore career options aligned with their skills, interests, and values. Class Proficiency Level: 96% Strategy: Brainstorming	Lesson 4 Objective: Facilitate self-assessment to understand strengths and areas for development. Class Proficiency Level: 86%
Lesson 5 Objective: To introduce students to the 4As framework for effective career decision-making. Class Proficiency Level: 98%	Lesson 5 Objective: Help students understand the importance of self-awareness, assessment of skills Class Proficiency Level: 88%

Strategy: Small Group Discussion	
Lesson 6 Objective: Understand the concept of career development and its importance in personal growth. Class Proficiency Level: 96% Strategy: Brainstorming	Lesson 6 Objective: Identify personal interests, skills, and values related to career choices. Class Proficiency Level: 87%
Lesson 7 Objective: Understand the process of exploring and evaluating potential career choices. Class Proficiency Level: 98% Strategy: Small Group Discussion	Lesson 7 Objective: Identify personal interests, skills, and values relevant to career decisions. Class Proficiency Level: 88%
Lesson 8 Objective: Understand the importance of career exploration and planning. Class Proficiency Level: 97% Strategy: Brainstorming	Lesson 8 Objective: Identify personal interests, skills, and values related to career choices. Class Proficiency Level: 87%
Lesson 9 Objective: To help students understand the process of selecting a career path. Class Proficiency Level: 98% Strategy: Panel Discussion	Lesson 9 Objective: To explore various factors to consider when choosing a career. Class Proficiency Level: 88%
Lesson 10 Objective: To help students understand the importance of making informed decisions when choosing a career. Class Proficiency Level: 96% Strategy: Brainstorming	Lesson 10 Objective: To introduce students to strategies and resources for researching and evaluating career options. Class Proficiency Level: 86%
Lesson 11 Objective: To help students understand the importance of commitment and perseverance in their career choices. Class Proficiency Level: 97% Strategy: Small Group Discussion	Lesson 11 Objective: To explore factors that contribute to long-term career satisfaction and success. Class Proficiency Level: 87%
Lesson 12 Objective: To help students understand the importance of commitment in achieving long-term success in their careers. Class Proficiency Level: 98% Strategy: Panel Discussion	Lesson 12 Objective: To explore the characteristics and behaviors associated with career commitment. Class Proficiency Level: 88%
Lesson 13 Objective: To help students understand the importance of passion and love for their chosen career paths. Class Proficiency Level: 96% Strategy: Brainstorming	Lesson 13 Objective: To explore ways in which individuals can cultivate and maintain love for their careers. Class Proficiency Level: 86%
Lesson 14 Objective: To help students understand the significance of passion in career satisfaction and success. Class Proficiency Level: 97% Strategy: Large Group Discussion	Lesson 14 Objective: To explore how individuals can identify and cultivate their career passions. Class Proficiency Level: 88%
Lesson 15 Objective: Reflect on personal interests, values, and skills to finalize career choices. Class Proficiency Level: 98% Strategy: Panel Discussion	Lesson 15 Objective Understand the decision-making process and its role in career planning. Class Proficiency Level: 88%

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Data Gathering

To ensure the trustworthiness of the study, the following procedures were observed. At first, the enumerators who are deployed in the selected setting must seek in written communication a parent's consent before conducting the study.

Second, they must personally see face-to-face the selected respondents to check the identity of their student respondents against the school ID, the class record or grade sheet provided for them by a teacher or a faculty. They should also check against the school record or data the identity of the parents.

Third, in the event that a student respondent was absent, the enumerators have to ask a point person to find a replacement based on his/her record. If a parent respondent (either a father or a mother) was not around for the interview due to a cause beyond the peripheral concerns of the researchers and enumerators, a guardian can take over.

Fourth, before the conduct of the study, the enumerators explained clearly to the respondents their main purposes and assure them of the confidentiality of their information.

Fifth, before leaving the area, the field supervisors have to check whether or not the data in the instruments are complete.

Finally, the field supervisors must hand in the data in sealed envelopes to the team leader for formal endorsement to the encoder and statistician processed the data for treatment.

RESULTS AND DISCUSSION

This chapter displays the summary of the findings, conclusions and recommendations drawn out by the researcher after the analysis and interpretation of the findings had been made.

This study seeks to determine the career choices of the high school students which will be the basis for additional offerings in the senior high school.

This study utilized quantitative research design. This is essentially about collecting numerical data to explain a particular phenomenon, particular questions seem immediately suited to being answered using quantitative methods (Menand, 2018). In the same way, according to Cohen (2019), quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods. On other hand, the research design employs in this study is quantitative non-experimental design using descriptive method to obtain information concerning the career choice of Grade 7 and 8 students from both public and private basic education schools in Region XI. In survey method research, as enunciated by Teddlie (2018) respondents answer questions administered through survey questionnaires. After they answer the questions, researchers will describe the responses given.

The research study was conducted in the Municipality of Magsaysay. The respondents of the study were 3000 high school students and they were distributed as follows: 150 Grades 7, 150 grade 8 students and correspondingly 300 parents. This sample size is based on the sample size table provided by the Research Advisors (2020) within 99% confidence level at 2.5% margin of error. The actual number of sample points per type of school (public or private) per grade (Grade 7 or Grade 8) and per sex (male or female) was determined using proportional stratified random sampling. The same principle applied in getting the number of grades to represent the 10 Divisions to become respondents of the study. In the actual administration of the survey in the school selected, systematic sampling was applied to choose the final respondents for the study. The list to be used for systematic sampling was the class record or grading sheet of the point person in the school (a teacher or faculty).

Conclusions

Based on the collective findings on this study, the following conclusions are drawn:
This study revealed that the parents and students prefer Liberal Arts courses while engineering and mathematics are the less sought courses. While the type of school preferred by the both parents and students is public urban school.

Recommendations

In the light of the findings drawn out by the researcher in this study, the following recommendations are offered: It is recommended that courses in liberal arts specifically on communication will be the additional courses to be offered in the senior high school.

The school heads should do initial preparation as to availability of the facilities to be used and request teachers to teach the subjects under the liberal courses.

For future researchers, it is strongly recommended that a relative study on the course offerings in the senior high school will be conducted at least three years after to determine the career choice of the new breed of students and the current need of the community.

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