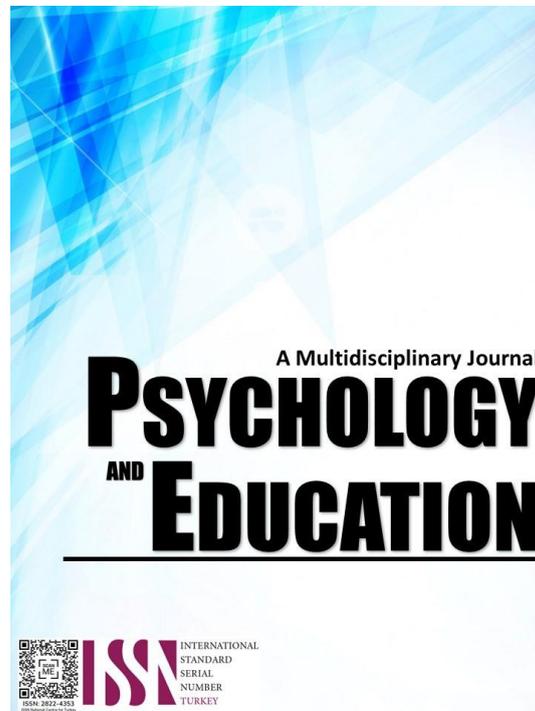


**FACTORS AFFECTING SENIOR HIGH SCHOOL  
TRACK PREFERENCES OF GRADE 10 STUDENTS IN  
THE DISTRICT OF MORONG, DIVISION OF RIZAL**



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## Factors Affecting Senior High School Track Preferences of Grade 10 Students in the District of Morong, Division of Rizal

Yelena Alvarez\*

[For affiliations and correspondence, see the last page.](#)

### Abstract

The study aimed to determine the factors affecting senior high school track preferences of Grade 10 students in the district of Morong. The respondents of the study were 495 students which is 50 percent of the total population of grade 10 students in the said school. The study revealed that the respondents were mostly females belonging to family with monthly income below ₱10,000. Several are fourth child in the family whose fathers were college undergraduates and whose mothers were high school graduates. The perceived extent of the factors influencing the Grade 10 students in their senior high school track preferences with respect to personal, family, peer, and school was found to be Much; however, with respect to community the extent is found to be Moderate. The null hypothesis was rejected for the significant difference on the perception of the students on the extent of the factors affecting their track preferences in terms of their sex, sibling position, monthly family income and fathers' educational attainment. Meanwhile, the null hypothesis was accepted for the significant difference on the perception of the students on the extent of the factors affecting their track preferences in terms of their mothers' educational attainment.

**Keywords:** *senior high school, preference, grade 10*

### Introduction

Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. Every nation of the world aspires toward quality of life and social status. Career selection is one of many important choices students will make in determining future plans.

One of the tasks of high school students is to explore and plan for their post-secondary career options. The decision on good career choice and school sometimes depends on how the way students perceive the world and their future. Some of them may not have enough knowledge and consciousness about how they should process information from personal, social, economic, political, spiritual and environmental aspects of putting into context and realization of having a successful profession. In coming up with the right decision of what profession to take, students can properly utilize their skills and knowledge to gain proper experience who could contribute to the development and welfare of the society but, not all students who enter a university have the intention to obtain the degree.

In the Philippines, initiatives for career guidance started when the government got alarmed with the growing number of unemployed college graduates and

some who got employed in areas not related to their specialization. The lack of career information that could help students make rational decisions was found to be the foremost reason for unemployment, job mismatch, and underemployment.

The importance of serious planning or choosing a vocation especially for those whose decisions are greatly influence by their parents, relatives and friends leave them with problems of choosing what they really want to be. The influences in choosing a vocation can affect one's career life. It is important for an individual to know his abilities and interests. Students are making decisions that greatly affect their future educational and career paths. Many times, they do not have the necessary information or assistance to help them make decisions that would engender success in their educational and career paths. For students to be able to think about their career plans, they must have a foundation of career awareness and experiences. These experiences can help them realize what is required of them when interested in a certain career or career cluster and help them form realistic career plans.

Career selection is one of many important choices students make in determining future plans. Career choice is one of the major areas of concern for young people nearing the end of their schooling. It is important to both parents and their children because this decision will impact them throughout their lives. Every student, at one time or the other, is faced with the challenge of making a choice of career. Individual's vocation or career is one of the most



important aspects of human endeavor because it determines a lot of things in human existence. It could either make or mark one's joy and happiness.

True joy, happiness and satisfaction are linked to proper choice of profession. Emotional and marital stability could be enhanced by the type of occupation one engages in. Many youths make wrong career choices due to ignorance, inexperience, peer pressure, wrong modeling, advice from friends, parents and teachers, or as a result of the prestige attached to certain jobs without adequate vocational guidance and career counseling. Consequently, many of them are unsuited for their careers, as they usually find themselves in jobs that do not satisfy their value needs. They are usually unable to contribute meaningfully to the society, and they ultimately become liabilities to the nation.

With these aforementioned facts, it is the desire of the researcher to share research-based data that will help determine the factors affecting senior high school track preferences of grade 10 students in public secondary schools. It is in this context that the present study was undertaken to contribute to the success of senior high school students in choosing their future vocation.

### Research Questions

The study aimed to determine the factors affecting senior high school track preferences of Grade 10 students in the district of Morong, Division of Rizal. Specifically, it sought answers to the following sub-problems:

1. What is the profile of the respondents in terms of:
  - 1.1. sex;
  - 1.2. sibling position;
  - 1.3. monthly family income; and
  - 1.4. parents' educational attainment?
2. What is the extent of the factors affecting senior high school track preferences of Grade 10 students as perceived by themselves with respect to:
  - 2.1. personal factors;
  - 2.2. school factors;
  - 2.3. family factors;
  - 2.4. peer factors; and
  - 2.5. community factors?
3. Is there a significant difference on the extent of the factors affecting senior high school track preferences of Grade 10 students as perceived by themselves with respect to the different aspects in terms of their profile?

### Literature Review

Mudhovozi and Chireshe (2012) emphasized that the issue of career choice and aspirations of students can be a nightmare if students do not receive career counselling and support from the family (parents) and peers. This study found that the family is a significant factor in determining children's career choice; the ability of the learner self to identify his/her preferred career choice; and teachers influence career choice of their learners. These findings are consistent with the findings of other studies that have examined the influences of each parent on the career choices of their sons or daughters and have found that mothers tend to have more influence on the career decisions/aspirations of their children than fathers and found that mothers were the most influential and that daughters' occupational aspirations were often similar to their mothers' chosen professions.

According to Hewitt (2010), factors influencing career choice can either be intrinsic or extrinsic or both. Hewitt further states that most people are influenced by careers that their parents favor, others follow the careers that their educational choices have opened for them, some choose to follow their passion regardless of how much or little it will make them while others choose the careers that give high income. Students' perception of being suitable for particular jobs also has been found to be influenced by a number of factors including ethnic background, year in school, level of achievement, choice of science subjects, attitudes and differences in job characteristics. One consistent finding in research suggests that adolescents' own aspirations are influenced by their parent's aspirations or expectations.

The study of Fizer (2013) revealed that family and friends are considered to be an influential part of students' choice of major. Parents with an agriculture background most often have an impact in where students go to college. Family role models have more of an influence on what students major in. There are many people in a student's life who can influence their career decisions. Most of the time, parents and friends play a large role, but coaches and teachers can also have a huge impact on a student's life. Teachers and coaches can help a student to do better in school, to get into college or to get on a better path. The impact that these adults have on young students can have a major influence on their career path.

The purpose of the study of Edwards et al. (2011) was to examine factors influencing career choice among



from four secondary school students in Kisumu municipality, Kenya. The study was conducted using descriptive survey design with a population of 332 students. The data for this study was collected using questionnaire and interview schedules. The findings of this study indicate that availability of advancement opportunities and learning experiences are the most influential factors affecting career choices among students. While males reported learning experiences and career flexibility as the most influential factors, females however reported availability of advancement opportunity and opportunity to apply skills as the most influential factors. However, no variance was reported for persons influencing career choice by gender. Career choice is a complex decision for students since it determines the kind of profession that they intend to pursue in life.

The study of Japitan et al. (2015) aims to determine the factors that affect the senior high school track preferences of the Grade 9 students of Don Bosco Technology Center of Academic Year 2014-2015. This study utilizes descriptive method of research to determine the factors. It would see if dependent variables relating to personality, family/relatives, interests and job opportunities were significant factors influencing the track preferences of the respondents. The descriptive research used quantitative methods to assess the feedback from the respondents. The study revealed that grade 9 students of Don Bosco Technology Center are of ages 15-16 whose parents are college graduates, majority of them having white collar jobs while a considerable number having a blue-collar job and or staying at home as housewives. Majority of the students belong to families with high socioeconomic status. Majority of the students would pursue a career in Engineering and influenced by personality, interest and job opportunities in choosing their track preference.

The study of Español (2014) on the Career Plans of the Graduating Students of the College of Business Administration, emphasized that Career planning is one of the highly thought of activity of the students and getting into the best position in the society is their main objective. In attaining this goal, one has to consider factors and these include determining job preferences and the reasons for these preferences, the types of organizations where the graduates will be planning to apply and its justification, the factors considered in applying for jobs, as well as the strengths and weaknesses of the of the business administration students. This study utilized content analysis and data are presented in simple percentage and ranking. It is likewise found out that business

administration graduates plan to become management trainees in finance and entrepreneurship, and to become new accounts personnel; graduates consider interest, availability or job openings, and the compensation package; and the organization's provision for the employees' career advancement; graduating students' strengths include inclination for hard work, ability to work with minimum supervision, trustworthiness, determination to succeed, computer literacy, commitment to the profession, self-confidence, ability to comply with the rules, honesty, and determination; and weaknesses include lack of communication skills, lack of mastery of the major field of specialization, lack of exposure to people, and insufficient knowledge of office routine.

## Methodology

The study utilized the descriptive method of research, specifically the descriptive survey research design. A survey is designed to obtain information about the prevalence, distribution and interrelations of variables within a population. It provides the picture of the situation as it naturally occurs or happens.

According to Calmorin (2010), the descriptive research describes and interprets what is. It is concerned with conditions of relationships that exists, practices that prevails, beliefs, processes that are going on, effects that are being felt or trends that are developing. Descriptive survey research design was utilized because it describes the factors affecting senior high school track preferences of grade 10 students based on the perception of the respondents utilizing a questionnaire-checklist.

## Participants

The respondents of the study were 495 students which is 50 percent of the total population of grade 10 students in the said school. Simple random sampling technique was used in the selection of the respondents. They were described in terms of sex, sibling position, monthly family income and parents' educational attainment.

## Instruments of the Study

The study utilized a researcher-made questionnaire-checklist as the main tool in gathering the needed data and information. Part I of the instrument dealt with the personal data of the respondents in terms of sex, sibling position, monthly family income and parents' educational attainment.



## Results

### The Profile of the Grade 10 Students

Part II focused on the factors affecting senior high school track preferences of grade 10 students with respect to personal factors, school factors, family factors, peer factors and community factors. Ten items were included in each aspect.

The questionnaire-checklist was subjected to content validation by experts in the field of research. These include some professorial lecturers of the graduate studies program, thesis adviser and dean. Their comments and suggestions were considered in the finalization of the questionnaire checklist.

### Procedure

At first the researchers came up of choosing a research problem and followed by title defense for the approval of the problem. The researcher gathered different references that help them in making the study. She also approached different people who can give them information about the study, and went to the library to read some thesis made by other researchers and used them guide in making chapter 1-3 and the questionnaire checklist. Thesis proposal defense followed.

A permission to conduct the study was obtained from proper authorities. Validation of the research instrument followed. After the modification and validation of questionnaire checklist the researcher sought permission to conduct the study from the School Division Superintendent Division of Rizal. Copies of the validated questionnaire-checklist were distributed to the respondents. Afterwards, respondents were asked to answer the researcher-made questionnaire-checklist. The data were retrieved, tallied, computed, tabulated, analyzed and interpreted in accordance with the appropriate statistical treatment. Summary of findings, conclusions and recommendations were formulated.

Table 1. Frequency and Percentage Distribution of the Respondents in Terms of the Selected Variables

Sex	F	%		
Male	239	48		
Female	256	52		
Total	495	100		
Sibling Position				
First	77	16		
Second	90	18		
Third	85	17		
Fourth	113	23		
Fifth	60	12		
Sixth	70	14		
Total	495	100		
Monthly Family Income				
₱ 20,000 and above	58	12		
₱ 15,000 - ₱ 19,999	68	14		
₱ 10,000 - ₱ 14,999	140	28		
Below ₱ 10,000	229	46		
Total	495	100		
Parents' Educational Attainment	Father	Mother		
	F	%	F	%
College Graduate	95	19	115	23
College Undergraduate	156	32	107	22
High School Graduate	110	22	142	29
High School Undergraduate	79	16	94	19
Elementary Graduate	55	11	37	7
Total	495	100	495	100

### Extent of the Factors Affecting Senior High School Track Preferences of Grade 10 Students as Perceived by Themselves with Respect to Personal Factors, School Factors, Family Factors, Peer Factors and Community Factors

Table 2. Extent of Personal Factors Affecting Senior High School Track Preferences of Grade 10 Students as Perceived by Themselves with respect to Personal Factors

Personal Factors	W $\bar{X}$	VI	Rank
I...			
have my grade that is suited for the course.	4.04	Much	1
feel confident about my ability to do well in the course.	3.78	Much	6
am confident that I will have an outstanding performance for the course.	3.05	Moderate	10
am mentally capable of what is required of the course.	3.99	Much	2
can excel in major subjects.	3.96	Much	3
am good in solving problems.	3.87	Much	4
am dependent to my elder siblings for financial support.	3.82	Much	5
have the ability to think of logical solutions quickly.	3.74	Much	8
am fond of reasoning.	3.65	Much	9
believe that I am intellectually satisfied with my chosen course.	3.76	Much	7
Overall W $\bar{X}$	3.77	Much	



Table 3. Extent of School Factors Affecting Senior High School Track Preferences of Grade 10 Students as Perceived by Themselves with respect to School Factors

School Factors The school . . . .	$\bar{W}\bar{X}$	VI	Rank
has career guidance and development program	3.48	Moderate	9
has proven its ability to become home of board top notchers and passers.	3.68	Much	8
is well known for high quality standards.	3.75	Much	7
has enough budget for quality education.	3.09	Moderate	10
produces graduates who easily find jobs.	3.87	Much	3
conducts field trips for career exploration themes.	3.89	Much	2
implements tutoring programs to provide one-on-one assistance to students.	3.98	Much	1
engages students in planning for their future including career and personal goals.	3.79	Much	6
offers extended learning opportunities for all students.	3.82	Much	5
provides opportunities for students to improve their interpersonal skills.	3.84	Much	4
Overall $\bar{W}\bar{X}$	3.72	Much	

Table 4. Extent of Family Factors Affecting Senior High School Track Preferences of Grade 10 Students as Perceived by Themselves with respect to Family Factors

Family Factors I...	$\bar{W}\bar{X}$	VI	Rank
am expected to follow my parents' footsteps.	3.21	Moderate	10
am considering the achievement of my parents.	4.05	Much	4
am considering the business of the family.	3.37	Moderate	6
am trained by my parents in the field related to their work.	3.22	Moderate	9
am aware of the very high standards my parents set regarding my future.	3.35	Moderate	7
am following my parents' work and some of my uncles/aunties do that kind of work also.	4.02	Much	5
am considering the advice of my parents.	4.38	Much	2
look up to my parents as role models for my future career.	4.27	Much	3
am only allowed to take the course that can be supported by my family.	3.24	Moderate	8
want to avoid financial pressure for my college expenses.	4.45	Much	1
Overall $\bar{W}\bar{X}$	3.76	Much	

Table 5. Extent of Peer Factors Affecting Senior High School Track Preferences of Grade 10 Students as Perceived by Themselves with respect to Peer Factors

Peer Factors I...	$\bar{W}\bar{X}$	VI	Rank
have friends who are enrolled in the same school.	4.47	Much	2
can adjust to new friends in the same school.	4.59	Very Much	1
can mingle with individuals with the same track preferences.	3.72	Much	5
have a responsible and systematic friend.	3.22	Moderate	8
have friends who are not interested in pursuing career education.	3.03	Moderate	9
am nervous when I am with people who are more capable than me.	3.00	Moderate	10
have friends who influenced me in track preference.	3.97	Much	3
have conflicts with social obligations/activities.	3.65	Much	6
have friend who refuse to comply with the rules and regulations of the school.	3.27	Moderate	7
have approachable friends.	3.89	Much	4
Overall $\bar{W}\bar{X}$	3.68	Much	

Table 6. Extent of Community Factors Affecting Senior High School Track Preferences of Grade 10 Students as Perceived by Themselves with respect to Community Factors

Community Factors I...	$\bar{W}\bar{X}$	VI	Rank
am considering future job near my residency.	3.09	Moderate	8
am confident that in the future I will perform better in the industry near/close to our home.	3.28	Moderate	3
believe that there is a limited offer of the course in the school near my residency.	3.05	Moderate	10
have observed that industries are limited in the area.	3.45	Moderate	2
am affected by the socio-economic environment in my community in choosing my career.	3.07	Moderate	9
consider my choice to be in-need in the community.	3.12	Moderate	7
consider the place of my future work in choosing my career.	3.27	Moderate	4
am greatly influenced by the people around the community.	3.46	Moderate	1
am affected by the job available in the future.	3.25	Moderate	5
am considering the salary rate offer for future job.	3.22	Moderate	6
Overall $\bar{W}\bar{X}$	3.23	Moderate	

**The Significant Difference on the Extent of the Factors Affecting Senior High School Track Preferences of Grade 10 Students as Perceived by Themselves with Respect to the Cited Aspects in Terms of Their Profile**

Table 7. Computed F-Values on the Significant Difference on the Extent of the Factors Affecting Senior High School Track Preferences of Grade 10 Students as Perceived by Themselves with Respect to the Cited Aspects in Terms of Their Profile

Sex	Fcomp	p-values	Ho	VI
Personal	4.78	.009	Rejected	Significant
School	4.09	.025	Rejected	Significant
Family	4.68	.002	Rejected	Significant
Peer	5.72	.007	Rejected	Significant
Community	4.44	.045	Rejected	Significant
<b>Monthly Family Income</b>				
Personal	4.99	.028	Rejected	Significant
School	3.95	.032	Rejected	Significant
Family	4.27	.025	Rejected	Significant
Peer	4.06	.004	Rejected	Significant
Community	4.67	.027	Rejected	Significant
<b>Sibling Position</b>				
Personal	4.03	.005	Rejected	Significant
School	4.34	.041	Rejected	Significant
Family	4.63	.043	Rejected	Significant
Peer	5.78	.004	Rejected	Significant
Community	5.04	.021	Rejected	Significant
<b>Fathers' Educational Attainment</b>				
Personal	4.01	.003	Rejected	Significant
School	4.36	.008	Rejected	Significant
Family	4.52	.004	Rejected	Significant
Peer	4.97	.002	Rejected	Significant
Community	4.06	.005	Rejected	Significant
<b>Mothers' Educational Attainment</b>				
Personal	.96	.079	Accepted	Not Significant
School	.97	.092	Accepted	Not Significant
Family	.88	.085	Accepted	Not Significant
Peer	1.08	.976	Accepted	Not Significant
Community	1.13	.942	Accepted	Not Significant



## Discussion

Based on the findings, the respondents are mostly females belonging to family with monthly income below ₱10,000. Several are fourth child in the family whose fathers are college undergraduates and whose mothers are high school graduates. With regard to the perceived extent of the factors influencing the Grade 10 students in their senior high school track preferences, with respect to personal, school, family and peer, was found to be Much; however, with respect to community the extent was found to be Moderate.

It was also found out that the null hypothesis was rejected for the significant difference on the perception of the students on the extent of the factors affecting senior high school track preferences in terms of their sex, sibling position, monthly family income and fathers' educational attainment. On the other hand, the null hypothesis was accepted for the significant difference on the perception of the students on the extent of the factors affecting senior high school track preferences in terms of their mothers' educational attainment.

## Conclusion

The study concluded that senior high school track preferences of students with respect to personal, school, family, peer and community differ significantly when they are grouped according to sex, sibling position, monthly family income, and fathers' educational attainment.

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## Affiliations and Corresponding Information

**Yelena B. Alvarez**

Lagundi-CCL National High School Morong  
Sub-office, Department of Education, Philippines