Strand Choice and Profile of the Senior High School Students of Southwestern University Phinma

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http://doi.org/10.37794/IJSRR.2019.8430

ABSTRACT

This study sought to determine the difference between strand choice and profile of the grade 12 senior high school student of Southwestern University PHINMA for the academic year 2017-2018. The researchers used a stratified sampling method for getting the appropriate number of n=100 respondents for this study. They used correlation design The questionnaire determined the profile variables sex, average household monthly net income, highest educational attainment of the head of the family, and the occupational field of the head of the family of the respondents.

Pearson's r was used to determine the correlation of the variables. The p-value is 0.121 with signifies negligible negative correlation, Base on all the available data gathered from this study, it can be concluded that strands and profile of the grade 12 senior high school students have a direct association. All profiles were significant in choosing a student's strand that decided that the hypothesis must be rejected. There are varied and several factors that affects the student in selecting of an individual student. For the improvement of future studies, the researchers are highly recommending to study other factors such behavioral factors. These can be look into since selecting strand or track is essential in the alignment of their future career choice in college education.

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CHAPTER I

THE PROBLEM AND ITS SCOPE INTRODUCTION

Background Information of the Study

Philippines have adopted the K to 12 learning program, in 2016 which has been the standard education system in other countries for quite some time now. It aims to enhance the quality of learning of students by adding 2 years on secondary education level. The additional 2 years is called Senior High School (SHS), in which students will be allowed to choose a particular track that is related to the field or profession 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 SHS.

In like way with the investigation on factors influencing the educational and career choices of senior high school students revealed that parent' supports, school structure, gender and grade point average have considerable influence on the Vietnamese Senior high school students' educational and career choice.[1]

Globally, the main concern of the grade 10 students is to choose their SHS track because "senior high education is an opportunity that we should grab, as it can determine our career in the future."[2] In addition, "the students will begin to study in SHS the subjects that will introduce them to their preferred career path."[3]

In perspective of the need to help students decide their career choice, schools and colleges in Cebu City for their marketing strategy and improvements this testing circumstance and come up with the important activities, this examination on "Difference Between the Senior High School Strand Choice and the Profile of the Grade 12 Senior High School Students of Southwestern University PHINMA of the Academic year 2017- 2018" is conducted.

The aim of this study is to determine the difference between the senior high school strand choice and the profile of the grade 12 senior high school students of Southwestern University PHINMA of the academic year 2017- 2018.

Statement of the Problem

The study aims to determine the difference between the senior high school track and strand choices and the significant profile of the grade 12 senior high school students of Southwestern University PHINMA of the academic year 2017-2018.

Specifically, it sought to answer the following questions:

1. What are the profile of the students in terms of:
   1.1   Sex;
   1.2   Average Household Monthly Net Income;
   1.3   Highest Educational Attainment of the Head of the Family; and
   1.4   Occupational Field of the Head of the Family
2. Is there no significant difference between the profile and strand choice of the students?

Research Hypothesis

The following hypothesis is formulated for the acceptance or rejection of the study:

Ho: There is no significant difference between the profile and strand choice of the students.

Scope and Delimitation

The respondents of the study are selected 100 grade 12 senior high school students of SWU PHINMA which is located at Villa Aznar, Urgello Street, Cebu City, Philippines. The number of respondents is chosen for the availability and convenience of the researchers.

This study is focused on their strand choice of senior high school education. The study will only cover their profile in terms of sex, average household monthly income, highest educational attainment of the head of the family, and occupational field of the head of the family; and their strand choice.

Significance of the Study

The results of this study are beneficial to the common good and for the appreciation of the following:

Students- the respondents are the center of the research because this will help them to become aware of the best SHS strand they are going to choose that will fit on their profile.

Parents- the outcome of this study will give awareness to the parents to advice their children what to choose for senior high school education

School Administration- the result of this study will help the school administration in putting up effective SHS track information and guidance system that plays a very helpful role in guiding students towards making the best possible strand choice.

The Researchers- the process and outcome of this study will produce a great satisfaction, competence, and professionalism to the field. This can also help the researchers to know if there is a difference between the significant profile in choosing the SHS track that the students want.

Future Researchers- The results of this study will serve as a guideline and a reference for future researchers as a basis for their research.

Definition of terms

The following terms are operationally defined to enhance the understanding of the readers of this paper.

Senior High School Strand- a variety of fields of study that Grade 12 students choose in their senior high school years: STEM or Science Technology Engineering and, ABM or Accountancy and Business Management, HUMSS or Humanities and Social Sciences, GAS or General Academic Strand, and TVL related or Technical- Vocational related.

Profile- refers to the respondents' profile in terms of sex, average household monthly, highest educational attainment of the head Mathematics of the family, and income occupational field of the head of the family.

Grade 12 Senior High school students- refers to the respondents and main respondents of the study that is conducted by the researchers.

CHAPTER II

RELATED LITERATURE AND STUDIES

This chapter incorporates thoughts, completed proposition, speculation or conclusions, strategies and others. Those that were incorporated into this chapter helps in acclimating data that are important and like the present investigation.

Related Literature

One noteworthy change in Philippine Educational System is the execution of K to 12 program. Its objective is to "provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship."[4]

The goal of the enhanced K to 12 Basic Education Program is to create a functional basic education system that will produce productive and responsible citizens equipped with the essential competencies and skills for both life – long learning and employment. The program will enhance the basic education system to full functionality to fulfil the basic learning needs of students. This is in line with the agenda of President Benigno Aquino III of having quality education as a long term solution to poverty

The benefits of the K to 12 program far outweigh the additional costs that will be incurred by both government and families. An enhanced curriculum will decongest academic workload, giving students more time to master competencies and skills as well as time for other learning opportunities beyond the classroom, thus allowing for a more holistic development.

Graduate will possess competencies and skills relevant to the job market. The program was designed to adjust and meet the fast changing demands of society to prepare graduates with skills essential for the world of work.

Graduates will be prepared for higher education. Due to an enhanced curriculum that will provide relevant content and attuned with the changing needs of time, basic education will ensure sufficient mastery of core subjects to its graduates much that graduates may opt to pursue higher education if they choose to.

There is a strong correlation between educational attainment and wage structure and studies specific to the Philippine setting show that an additional year of schooling increases earnings by 7.5 %. This should also allow greater access to higher education for self – supporting students.

Graduates could now be recognized abroad, Filipino graduates eg. Engineers, architects, doctors, etc., could now be recognized as professionals in other countries. Those who intend to study abroad will meet the entrance requirements of foreign schools.

The K to 12 Curriculum is beneficial to the society and economy too. The objective of the K to 12 program is ti improve quality basic education. Several studies have shown that the improvements in the quality of education will increase GDP growth by as much as 2%. Studies in the UK, India and US show that additional years of schooling also have positive overall impact on society.

A better educated society provides a sound foundation for long – term socio – economic development.

In the near future, the smooth transition from the existing 10 - year education cycle to the K to 12 basic education cycle will produce holistically developed Filipino learners with 21st century skills, which they can use to become productive and responsible citizens of the country.[4]

In addition, Formoso said that the SHS curriculum is made up of core subjects in eight learning areas that all SHS students will have to take, as well as applied and specialized track subjects which will be dedicated by the track and the strand that a student chooses.[4] Also, Estrellado said that "The Senior High education is the important key that we should take because it will help us to choose the right path for us to be ready in our college life."[2]

There are four strands in senior high school, namely: academic track, technical-vocational-livelihood track, arts and design track, and lastly, sports track. Each track has a specified strand. Academic track is commonly being chosen if the student will pursue college education because of its subject specification. It has four strands. The first one is Humanities and Social Sciences or HUMSS. It specializes with Political Science or International Studies, English or Filipino Literature, Mass Communication, Education, Performing Arts and other related courses.[4]

The Science, Technology, Engineering and Math track or also known as STEM is the strand for students who wish to go into college with the following courses: Biology, Physics, Mathematics, Engineering, Computer Studies, Information Technology and so on and forth on the related courses. On the other hand, the Accounting Business and Management or ABM is the strand for students who wish to go into college with the following courses: Human Resource, Tourism, Hotel and Restaurant Management, Accounting, Business Studies, Marketing, Real Estate, Export Management, Entrepreneurship and other related courses in this path. This is definitely a suggested strand for students with interest on creating a business in the future or working in the business sector. Lastly is the General

Academic Strand or GAS. This is for students with uncertainty or confusion in mind on what specific path you would want to take. GAS offered courses that encompassing all fields.[5]

The Technical-Vocational-Livelihood Track or TVL track focuses on practical knowledge and job-ready training. Upon finishing the student will have TESDA National Certificate. This is eligible for certified jobs after senior high school for those who wanted to work after SHS. There are also four strands on this: Agri-Fishery Arts Strand, Home Economics strand, Industrial Arts Strand and ICT Strand.[6]

According to the Department of Education (DepEd), they have funded and operated 5,965 public school offering Grade 11 in 2016 and Grade 12 in 2017. In additional to that, there are also 4,830 private high schools, private and public universities and colleges, technical-vocational schools, and Philippine schools overseas approved to offer the Senior High School Program.[4]

The financial issue was first brought up when K to 12 Curriculum was implemented. To address the problem, The Private Education Assistance Committee (PEAC) has been contracted by the DepEd to administer the Senior High School Voucher Program through DepEd order No. 010 s. 2019. This is a program of financial assistance wherein subsidies in a form of vouchers are provided to the qualified SHS learners in participating non-DepEd public SHSs.[4]

According to an article by Cruz in 2015, by June 2016, Senior High School (SHS) will be mandatory for every Filipino understudy leaving Grade 10.. The general purpose of the whole K to 12 change is to answer the necessities of around 30 million youngsters who have not completed Fourth Year High School. Of the out-of-school youth (OSY) of employable age, more than six million are jobless, principally in light of the fact that they don't have what it takes that businesses need. In our nation that implies having the capacity to satisfy the College Readiness Standards ordered by the Commission on Higher Education (CHED).[6]

According to Uy in 2016, around 1.5 million students finished grade 10 for school year 2015-2016. In the Philippines, but only 1,300,938 students are currently attending the SHS program already surpassed the usual rate of high school graduates entering college. Cebu City Schools Superintendent, Dr. Bianito Dagatan believes that enrolment in public schools decreased that can be attributed to the impression that public schools lack of classrooms. Construction of school buildings meant to accommodate students in Senior High School is still ongoing in many schools in Cebu city. Dagatan

also said about the Voucher program that DepEd has, wherein students who enroll in private schools can avail a full voucher of 20,000 pesos.[7]

Even with the help of the voucher program of the government, each track or strand has a certain requirements or activities that demands financial resources.[8] When choosing a strand, it is important to research and assess carefully the other expenses that could be spending other than the regular fees. This is one of the factor in deciding whether or not to pursue a track or a strand at a certain school[8]

In a book written by Björklund and Salvanes in, it stated "In each general public for which we have information, individuals' instructive accomplishment is decidedly associated with their family's training or with different pointers of their family's financial status. This point is focal in sociology, and there is almost certainly that examination has strengthened amid late decades, not minimum on account of better information having turned out to be open to analysts."[9]

Related Studies

According to Abarro in 2016, he found out that there is a critical relationship between career track choices and profile of the students in terms of sex, average family income, occupation of the head of the family, school preference and average scholastic rating in grade 8 of the grade 9 students in public high schools in the division of Antipolo and Rizal.[10]

La discovered from her study that the factors that influence the educational and career choices of senior high school students uncovered that parent' underpins, school structure, sexual orientation and grade point average have an impressive impact on the Vietnamese senior high school student's educational and career choices.[1]

Also, a study was conducted by Eremie in 2014 about comparative analysis of factors influencing career choices among Senior Secondary School Students in River State, Nigeria. The discoveries uncovered that there were huge contrasts among male and female optional school understudies in their vocation decisions as far as: prestige of a calling, sexual orientation equality, and parental impact.[11]

Another study was done to the career plans for the future of Senior high school students in Canada. The researchers inspects senior high understudy in their observations with respect to their tentative arrangements, their trust in accomplishing their profession objectives, and expected in finding a

work. It results to a requirement for progress tending to vocation basic leadership and joining instruction and work understanding.[12]

Cervera conducted a study about the factors affecting grade 10 students in selecting their preferred tracks in senior high school in Davao city. The results of his study showed that there were four factors affecting the student's decision; parental influence, aptitude, interest and environmental factors. Parental influence is inevitable. Students with parents that are in paramedical field tend to choose a track that will be aligned to a course of their parents.[5]

Heilbronner guaranteed that a great number of the students manifested to proceed to stem courses in college. This is realized with the quality, sufficiency of arrangements and educations e in encounters of the understudies.[13]

According to another study done by Duffy and Sedlacek in 2007, their survey from 1995 to 2004 revealed that men like to choose professions which will focus on making money and females want to choose professions which will focus on working with individuals and in groups.[13]

In European nation, sexual orientation is just a single of the variables that influence accomplishment in different subject fields. Financial status is an extremely solid factor; in this manner it is essential to consider family foundation close by sexual orientation when supporting kids who are under-accomplishing.[15]

Theoretical Background

This study is greatly founded by the Career development theory of Frank Parsons in early 1990. According to this theory, the study of career paths, success and behavior will aims to explain why a person might be a good fit for a certain career and provide advice on how to attain a promising trajectory. It also focuses on identifying common career stages when education, guidance and other interventions are necessary. Career development theory studies paths toward improving professional growth, career trajectory and overall job satisfaction. Understanding career development theory can be an important step in determining your core values, strengths, weaknesses and desired path.[16][17]
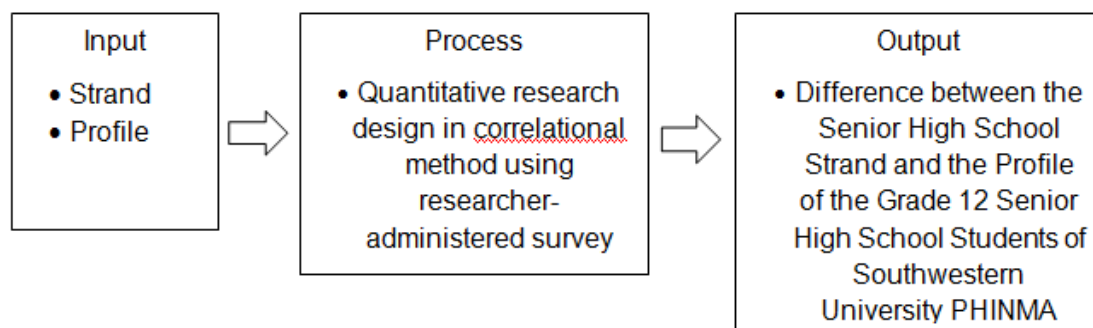
Figure 1 Research Paradigm

CHAPTER III

RESEARCH METHODOLOGY

The purpose of the quantitative correlation study was to determine the difference between strand choice and profile of the grade 12 Senior High School students of Southwestern University PHINMA. Chapter 3 presents the specific research methods appropriate for the research study.

Research Method

To address the study research question, the quantitative correlation method is used to determine the on the difference between strand and profile of the grade 12 Senior High School students of Southwestern University PHINMA. The independent variables for this study are the profile of the respondents, while the dependent variable is the respondent's strand.

Research Environment

The research study will be conducted in Southwestern University PHINMA, Villa Aznar, Urgello St., Cebu City. The Grade 12 STEM and ABM are located at the Merlo Building, both HUMSS and GAS are at the AS Building, and TECHVOC at the CS building.

Research Respondents

The researcher selected a total of 100 students n=100 respondents from the population of N = 2373 for this study. Specifically, they've chosen n=40 from STEM (Science and Technology, Engineering and Mathematics), n=20 from ABM (Accountancy and Business Management), n=20 from TVL (Technical-Vocational-Livelihood), n=10 from HUMSS (Humanities and Social Sciences) and n = 10 from GAS (General Academic Strand). There were 32 male and 68 female respondents in this study.

Sampling Method

The researchers used a stratified sampling method for getting the appropriate number of respondents in each strand. For the STEM strand we selected n=40, ABM and TVL strand gets n=20 each, and both GAS and HUMSS gets n=10 respondents.

Research Instrument

The researchers utilized a questionnaire with two parts. The first part is about the profile of the respondents in terms of: sex, age and strand. the second part is about the socio-demographic profile of the respondents in terms of: average household monthly net income, highest educational attainment of the head of the family, occupational field of the head of the family. The questionnaire only administered an average two minutes to all respondents.

Statistical treatment of Data

The following statistical measures were employed to accurately determine the end results needed in this endeavor:

For the first research question, the researchers utilized a simple percentage formula to compute for the frequency distribution of the profile variables of the study. To measure the difference between strand choice and profile of the respondents, we used the Pearson product-moment correlation coefficient. To measure the correlation between variables, we used the range of values of Pearson's r.

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter describes the analysis of data followed by a discussion of the research findings. The findings relate to the research questions that guided the study. Data were analyzed to identify, describe and explore the difference between strand and the Profile of the grade 12 senior high school students of Southwestern University PHINMA.

Table 1 Profile of the Respondents

Profile		Frequency n=100	Percentage
Age	16	3	3%
	17	41	41%
	18	50	50%
	19	6	6%
Sex	Male	32	32%
	Female	68	68%
Strand	STEM	40	40%
	ABM	20	20%
	TVL	20	20%
	HUMSS	10	10%
	GAS	10	10%

Table 1shows that there are 3% of the respondents or 3 out of 100 are 16 years old, 41% of the respondents or 41 out of 100 are 17 years old, 50% of the respondents or 50 out of 100 are 18 years old, and 6% of the respondents or 6 out of 100 are 19 years old.

In terms of Sex, 32% of the respondents or 32 out of 100 are male, while 68% of the respondents or 68 out of 100 are female.

For Strand, 40 of the respondents or 40 out of 100 are from STEM, 20 of the respondents or 20 out of 100 are from ABM, 20 of the respondents or 20 out of 100 are from TVL, 10 of the respondents or 10 out of 100 are from HUMSS, and 10 of the respondents or 10 out of 100 are from GAS.

Table 2 shows the family's average monthly income of the respondents. Majority or one-third of the respondents 33 out of 100, 33% , whose head of family monthly income is 5,001 to 10,000. There are only 5% of the respondents or 5 out of 100 whose head of the family monthly income is 80,000 above.

In terms of highest education attainment, 47% of the respondents or 47 out of 100 whose highest educational attainment is college graduate, while there are no responds for both doctorate level and doctorate graduate.

Table 2 Socio-Demographic Profile of the Respondents

Socio- Demographic Profile		Frequency n=100	Percentage
Average Household Monthly Net Income	5,001-10,000	33	33%
	10,001-20,000	22	22%
	20,001-40,000	29	29%
	40,000-80,000	11	11%
	80,000 and above	5	5%
Highest Educational Attainment of the Head of the Family	Elementary Level	2	2%
	Elementary Graduate	1	1%
	High School Level	3	3%
	High School Graduate	18	18%
	College Level	21	21%
	College Graduate	47	47%
	Master's Degree Level	2	2%
	Master's Degree Graduate	3	3%
	Doctorate Degree Level	0	0%
	Doctorate Degree Graduate	0	0%
	Vocational Course Level	1	1%
	Vocational Course Graduate	2	2%
Occupational Field of the Head of the Family	Sciences	4	4%
	Natural Sciences	0	0%
	Aquaculture and Agriculture/Forestry	7	7%
	Engineering	12	12%
	Business and Finance/Commerce	17	17%
	Professional Services	9	9%
	Personal Services	7	7%
	Computers and Technology	12	12%
	Media and Communication	0	0%
	Community Services	0	0%
	Architecture and Construction	2	2%
	The Arts	0	0%
	Fashion	0	0%
	Military and Law Enforcement	1	1%
	Spiritual Vocation	1	1%
	Others	33	33%

The head of the family of the respondents had a varied occupational field. Generally, they are into engineering, business and finance, and computer and technology. One-third, 33% of the respondents merely specify their family's occupation.

Table 3 Difference between Strand Choice and Profile

Profile	R (sample correlation)	Level of Significance	Critical Values	Decision on Hypothesis	Interpretation
Age	-0.1682	0.05	$\pm$.296	Reject Null Hypothesis	Negligible Negative correlation
Sex	-0.0064	0.05	$\pm$.296	Reject Null Hypothesis	Negligible Negative correlation
Average Household Monthly Net Income	-0.1187	0.05	$\pm$.296	Reject Null Hypothesis	Negligible Negative correlation
Highest Educational Attainment	-0.178	0.05	$\pm$.296	Reject Null Hypothesis	Negligible Negative correlation
Occupational Field	0.136	0.05	$\pm$.296	Reject Null Hypothesis	Negligible Positive correlation
TOTAL	0.121	0.05	$\pm$.296	Reject Null Hypothesis	Negligible Positive correlation

Table 3 shows that the level of significance and the critical values of age, sex, average household monthly net income, highest educational attainment, and the occupational field are all the same. The level of significance is 0.05 and the critical values is $\pm$0.296. The , the decision is to reject the null hypothesis and it is interpreted as negligible positive correlation. The p-value is 0.121 with signifies negligible negative correlation. All profiles were significant in choosing a student's strand that decided that the hypothesis must be rejected.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter provides the portions of the study which will focus on a summative presentation of the relevant data generated from the administration of the questionnaire to the target respondents. Based on the data, the primary conclusion is drawn and recommendations for further improvement are then set forth.

SUMMARY OF FINDINGS

Based on the data gathered, most of the respondents are 18 year olds, followed by 17 year olds, 19 year olds, and 16 year olds, respectively. In terms of Sex, more of the respondents are female than males. In terms of average household monthly income, most of the respondents' average household monthly income is 5,001-10,000, followed by 20,001-40,000, 10,001-20,000, 40,001-80,000, and 80,000 above, respectively. In terms of highest educational attainment, most of the respondents' head of the family's highest educational attainment is college graduate, followed by college level, high school graduate, high school level and master's degree graduate, elementary level and master's degree level and vocational course graduate, elementary graduate and vocational course level, respectively. While, there were no responds for both doctorate level and doctorate graduate. In terms of occupational field, most of the respondents' head of the family's occupational field is not in the given choices or others, followed by Business and Finance, Engineering and Computer &Technology, Professional Services, Aquaculture and Agriculture/Forestry and Personal Services, Sciences, Architecture and Construction, Military & Law Enforcement and Spiritual Vocation, respectively.

The p-value is 0.121 with signifies negligible negative correlation. Hence, the decision is to reject the null hypothesis. Therefore, there is a relationship between age, sex , average monthly net income, highest educational attainment, and occupational field of the respondents and their strand choice

CONCLUSIONS

Based on all available data obtained from the conduct of this study, it can be concluded that Strand and Profile of the grade 12 senior high school students in terms of age, sex, average household monthly net income, highest educational attainment, and the occupational field are all the same have a direct association in the strand selection of the senior high school students. It is because all scores were found before the critical region. Abarro (2016) also found out in his study that there is a critical relationship between career track choices and profile of the students. Therefore, all profiles were significant in choosing a student's strand that decided that the hypothesis must be rejected. Therefore, there is no significant difference between the profile and strand choice of the students.

RECOMMENDATIONS

The following recommendations are provided based on the findings of the study:

Students: Assess well your capacity to choose the right strand that fits you. Think what subjects your good at and enjoy more. Do some researches if the strand you choose will be align to the desired course and financial capacity of your family.

Parents: Guide and support your child's passion and be knowledgeable of the presence of government help to support your child's schooling. Motivate them to choose well according to their capacity.

Future Researchers: Widen the scope of your study; improve your research instrument; find more significant variables and come up with a more reliable data.

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ACKNOWLEDGEMENT

This research would not have been possible without the help of many people. The researchers would like to thank the following individuals for their wholehearted help:

To God, for giving strength and courage to accomplish this study, without His divine grace, this study would not be possible.

To the researchers beloved family, for the never-ending support, financial assistance, understanding and words of wisdom during the completion of this work.

To Dr. Marilyn Miranda, our teacher in Comparative Education and Curriculum Development for the knowledge and wisdom you shared to us.

To the people who helped and contributed great ideas and pieces of advice, especially friends who shared with them the joy of accomplishment.

The Researchers

Appendix A

Strand Choice And Profile Of The Senior High School Students Of Southwestern University Phinma

Directions: Please answer **TRUTHFULLY** and **CHECK** the choice that best corresponds to your answer. If you have problems answering question number three you can refer to appendix C.

I.   PROFILE OF THE STUDENT RESPONDENT

Name: _____   Sex: _____   Age:_____

Strand:_____

1. Average Household Monthly Net Income:

( )5,001-10,000PHP   ( )40,001-80,000PHP

( )10,001-20,000PHP   ( )80,001PHP above

( )20,001-40,000PHP

2. Highest Educational Attainment of the **Head of the Family**:

( )Elementary Level   ( )Master's Degree Level

( )Elementary Graduate   ( )Master's Degree Graduate

( )High School Level   ( )Doctorate Degree Level

( )High School Graduate   ( )Doctorate Degree Graduate

( )College Level   ( )Vocational Course Level

( )College Graduate   ( )Vocational Course Graduate

3. Occupational Field of the **Head of the Family**:

( )Science   ( )Media & Communication

( )Natural Sciences   ( )Community Services

( )Aquaculture and Agriculture/Forestry ( )Architecture and Construction

( )Engineering   ( )The Arts

( )Business and Finance/Commerce   ( )Fashion

( )Professional Services   ( )Military and Law Enforcement

( )Personal Services   ( )Spiritual Vocation

( )Computers & Technology   ( )Others

Appendix B

A. SCIENCE

Medicine

A1 Optometrist
A2 Doctor of Medicine/ Cardiologist/Oncologist/ Radiologist/Orthopedic Surgeon
A3 Surgeon (all fields)
A4 Dermatologist
A5 Dentist
A6 Veterinary Medicine
A7 Forensic Analyst

Allied Medicine

A8 Speech Pathologist/ Physical Therapist/ Occupational Therapist

Allied Health Professions

A9 Nurse
A10 Medical Technologist
A11 Geneticist/DNA Analyst
A12 Pharmacist
A13 Food Technologist

Hospital Administration

A14 Hospital Manager
A15 Medical Supervisor

Health & Wellness Support Staff

A16 Therapy Assistant
A17 Nursing Aide/Caregiver
A18 Laboratory Aide
A19 Optical Aide
A20 Laboratory Encoder/ X-ray Technician/ Laboratory Technician
A21 Medical Transcriptionist
A22 Medical Secretary
A23 Medical Sales Representative/Medical Advertising Representative
A24 Hospital Utility Worker
A25 Gym Instructor
A26 Spa Aide

B. NATURAL SCIENCES

Specialized Areas

B1 Biologist
B2 Botanist
B3 Zoologist
B4 Chemist
B5 Geologist
B6 Geographer
B7 Volcanologist/ Seismologist

C. AQUACULTURE / AGRICULTURE & FORESTRY

Specialized Areas

C1 Aquaculturist
C2 Agriculturist
C3 Forest Ranger
C4 Floriculturist
C5 Herbologist

Support Staff

C6 Fishing Boat Captain
C7 Fishing Crew
C8 Forester
C9 Farmer
C10 Canning Worker
C11 Plant Hobbyist

D. ENGINEERING

Specialized Area

D1 Mechanical Engineer
D2 Biological Engineer
D3 Civil Engineer
D4 Safety Engineer
D5 Mining Engineer
D6 Electrical Engineer
D7 Agricultural Engineer
D8 Chemical Engineer
D9 Geodetic Engineer
D10 Marine Engineer
D11 Structural Engineer

Support Staff

D12 CP-Radio Technician/ Electronic Technician/ Air-con Technician
D13 Car-Auto Machinist (Mechanic)

E. BUSINESS AND FINANCE/ COMMERCE

Finance

E1 Economist
E2 Banker
E3 Financial Analyst
E4 Accountant
E5 Budget Officer
E6 Bookkeeper

Business

E7 HR Manager
E8 Sales Manager
E9 Warehouse Supervisor/ Stock Room Supervisor
E10 Marketing Officer
E11 Advertising Executive
E12 Statistician/ Actuarial Mathematician
E13 Real Estate Broker

Support Staff

E14 On-line Sales Agent
E15 Call Center Agent
E16 Sales Clerk
E17 Sales Representative
E18 Store Keeper
E19 Cashier
E20 Sales Record Officer
E21 Office Clerk
E22 Sales Promoter/Promo Merchandiser
E23 Small Scale Store Owner
E24 Security Guard

F. PROFESSIONAL SERVICES

Specialized Area : Law

The Court

F1 Judge
F2 Lawyer
F3 Legal Associate
F4 Clerk of Court
F5 Legal Secretary/ Legal Clerk

Specialized Area : Education

Teaching

F6 Pre-school Teacher
F7 Elementary School Teacher
F8 High School Teacher
F9 College Professor
F10 (Post) Professor in Graduate School, Master's or Ph.D. Courses

School Administration

F11 School Head
F12 Registrar

Guidance and Counseling

F13 Guidance Counselor

Support Staff

F14 Librarian
F15 Teacher Aide/School Aide
F16 Technical-Vocational Aide
F17 School Clerk
F18 School Janitor
F19 School Canteen Helper
F20 School Security Officer

G. PERSONAL SERVICES

Transportation and Travel

Transportation : Specialized Areas

G1 Aviation-Pilot
G2 Air Tower Comptroller
G3 Air-Radio Comptroller
G4 Marine Ship Captain
G5 Chief Mate

Support Staff

G6 Flight Attendant
G7 Aircraft Technician
G8 Airline Ground Crew
G9 Seaman
G10 Messman/Cook
G11 Driver
G12 Ticketing Clerk

Tourism and Hospitality Industry

Hotel Administration

G13 Hotel and HR Manager
G14 HR Supervisor
G15 Hotel/Building Maintenance Supervisor

Hotel Support Staff

G16 Front Desk Clerk/ Reservation Clerk/ Billing Clerk
G17 Chef/Pastry/Bread Maker
G18 Barista
G19 Hotel Attendant
G20 Elevator Attendant*
G21 Chambermaid*

Tourism Support Staff

G22 Travel Agent
G23 Tour Guide

H. COMPUTERS AND TECHNOLOGY

IT and Cyber Services

H1 Web Designer
H2 Web Analyst
H3 Web Programmer/ Software Programmer
H4 Computer Games Programmer
H5 IT Instructor
H6 Database Analyst

Support Staff

H7 Animator/Cartoonist
H8 Data Encoder
H9 Computer Repairman/ Computer Technician
H10 Computer Clerk
H11 Computer Aide
H12 Computer Drafter
H13 IT Sales Clerk

I. MEDIA AND COMMUNICATION

Communication and Broadcasting Specialist

I1 Mass Communication Journalist
I2 Newscaster
I3 News Editor
I4 Radio Announcer
I5 Sound Engineer

Support Staff

I6 TV Operator
I7 Cameraman
I8 Radio Technician
I9 Dubber
I10 Voice Over Talent
I11 Proof Reader
I12 Caricaturist
I13 Comics Illustrator
I14 Photographer

J. COMMUNITY SERVICES

Community Governance, Administration and Specialized Services

J1 Barangay Officer
J2 Barangay Health Official
J3 Social Worker

Community Support Staff

J4 Barangay Cleaners
J5 Barangay Clerk
J6 Barangay Aide
J7 Rescue Volunteer

K. ARCHITECTURE AND CONSTRUCTION

Professional Services

K1 Building Architect/Architect
K2 Landscape Architect
K3 Interior Designer
K4 Surveyor
K5 Real Estate Developer

Construction Service and Support Staff

K6 Foreman
K7 Mason
K8 Pipe Welder
K9 Painter
K10 Wood Carver
K11 Iron Grill Welder
K12 Pottery Maker
K13 Building Aide
K14 Landscaper
K15 Carpenter

L. THE ARTS

The Performing Arts Theater, Movies and Television Program

Theater/Movie Professionals

L1 Director
L2 Artist/Actor
L3 Film Maker
L4 Entertainer

Theater and Movie Support Staff

L5 Set Designer
L6 Lights Designer
L7 Costume Designer

Other Artistic Areas: Painting

Music and Literary Works

L8 Musical Composer or Arranger
L9 Book Author
L10 Water Color Painter

M. FASHION: GARMENTS/ HAIRSTYLE/COSMETICS/ PARLOR SERVICES/JEWELRY AND ACCESSORIES

Garments, Linens and Textile Industry

M1 Fashion Designer
M2 Master Cutter
M3 T-shirt Designer
M4 Silk Screen Maker
M5 Textile Technician
M6 Fabric Wholesaler
M7 Curtains/Beddings Sewer

Hairstyle, Cosmetics and Other Parlor Services

M8 Make-up Artist
M9 Hair Stylist
M10 Hair Cutter
M11 Hair Spa Aide
M12 Manicurist

Jewelry and Fashion Accessories

M13 Jewelry Maker/Goldsmith
M14 Beadworks Maker
M15 Shoe Maker
M16 Bag Maker

N. MILITARY AND LAW ENFORCEMENT

Military Services

N1 Military Officer
N2 Air Force Officer
N3 Military Training Officer
N4 Camp Strategist

Law Enforcement

N5 Police Officer
N6 Prison Warden
N7 Police Desk Officer
N8 Investigator
N9 Police Aide
N10 Traffic Enforcer
N11 Criminologist
N12 Fingerprint Analyst

O. SPIRITUAL VOCATION

O1 Priest/Pastor/Imam
O2 Spiritual Counselor/Nun
O3 Charity Worker

Figure 1 shows the "Occupational Field Guide" from NCAE (National Career Assessment Examination) 2014.