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Lived Experiences of Senior High School Students in Career Choice Exploration

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**LIVED EXPERIENCES OF SENIOR HIGH SCHOOL STUDENTS IN
CAREER CHOICE EXPLORATION**

A Thesis Master's Presented to the
COLLEGE OF GRADUATE STUDIES AND
TEACHER EDUCATION RESEARCH

In Partial Fulfilment
of the Requirements for the Degree
Master of Arts in Education with Specialization in
Guidance and Counseling

Jacqueline R. Roque

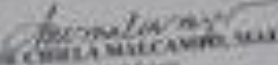
March 2020

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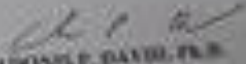
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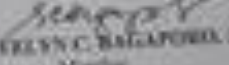
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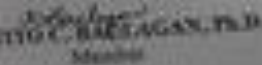
This thesis entitled "LIVED EXPERIENCES OF SENIOR HIGH SCHOOL STUDENTS IN CAREER CHOICE EXPLORATION" prepared and submitted by **JACQUELINE B. BOQUEN** in partial fulfillment of the requirements for the degree of **MASTER OF ARTS IN EDUCATION WITH SPECIALIZATION IN GUIDANCE AND COUNSELING** is hereby recommended for approval and acceptance.

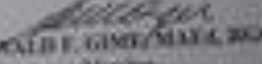

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DEDICATION

This study is passionately dedicated to my beloved parents, who believed that I can finish. They served as my source of strength and inspiration. Thank you for not giving up on me and for praying so hard that I can overcome this journey.

To my brothers, JB, Jeff and Jason, my grandmother Emeteria, Pastor Reposar, church mates and friends who shared inspiring words that helped and encouraged to finish this study.

And finally, to my one and only Savior, Jesus Christ. Thank you for the guidance, strength, wisdom, knowledge and provisions for accomplishing this work. I am wholeheartedly offer this for your glory, Amen.

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ABSTRACT

Title	:	LIVE EXPERIENCES OF SENIOR HIGH SCHOOL STUDENTS IN CAREER CHOICE EXPLORATION
Key Concepts	:	Career Choice
Researcher	:	JACQUELINE R. ROQUE
Degree	:	Master of Arts in Guidance and Counseling
Adviser	:	Marie Chiela Malcampo

The main purpose of this study is to describe the career exploration of the pioneer Senior High School students. They are the first batch to graduate in the newly implemented K to 12 program. The exploration of the SHS experiences was characterized to conceptualize proposed strategies in choosing career in SHS.

From the interview gathered by the researcher, three themes were found evident in their experiences in choosing tracks and strand in SHS. The first theme was "Seeking Career". The second theme was "Struggles in Time Management and Changes in the Curricular Requirements". The third theme was "Satisfaction of Learning Vital Things".

The exploration stage of the SHS students characterizes three themes, these were found evident in their experiences in choosing tracks and strand in SHS. The first theme was "Career Circumspection for SHS". The participants became well-informed about what to choose in SHS through the help of their TLE subject that exposed them in many different fields which suit their ability and skills. Also, the guidance and career services programs and activities during their Junior High School days helped them in choosing and finalizing their decisions as to what tracks and strands to take in SHS. The second theme was "Career Reflection for Senior High School". The participants said that before deciding, one individual needs to be sure of what they want to take in SHS. They should reflect also on what career to take in the future. Their decisions should be based on their interests and wants. In choosing the tracks and strand in SHS, they should be particular and decisive. The third theme was "Career Decision for SHS". Some of the participants experienced confusion about what to take in SHS program. Despite of the seminars and activities, some of them were hesitant in making their final choice in SHS. But there were students who already knew what career path to take that helped them choose the track and strand aligned to their chosen career.

Based on the results, the researcher proposed strategies for JHS and SHS that could improve the career guidance of every school for future avenues within the

field of career choice. The researcher propose of giving emphasis on the existing DepEd program and creating career guidance program for SHS, informing students about job opportunities, creating and reproducing career materials through ICT, organizing career interview for Grade 9 and exit interview for Grade 12 students and conducting of career tour and immersion.

Chapter 1

THE PROBLEM AND LITERATURE REVIEW

Background of the Study

The role of the career guidance and life planning is so indispensable to better prepare our future generations to arrogate the academic/career option in line with their interest, ability and orientation. Career is defined as the evolutionary development of a persons' work experience over time (Arthur, Hall & Laurence, 1989 in Patton & McMahon, 2006). The future achievements of an individual is through the right career choice, and a person must have a good understanding of themselves to be able to choose a suitable career for their personality (Shumba & Naong, 2012).

Career-related decision-making is a process that develops over a period of time and is regarded as desirable outcomes from many interventions needed to support individuals in making a successful career transition throughout their lifetime (Bimsrose, Barnes, & Brown, 2005). Satisfaction and fulfillment would be acquired if correct career decisions are taken early in life, this will contribute to personal development as well as the economic growth. The career choice of the students

must need to be based on; strong knowledge, complete information, and appropriately guided, matching individual personality type and other intrinsic and extrinsic factors (Ahmed, Sharif & Ahmad, 2017).

In addition, career decision making process is a major element in an individual's life (Alberts et al. 2003). Wrong decision in career selection may turn into lifelong consequences such as frustrations and waste of effort and resources. This could lead into an underperforming and inefficient individual that affects not only the organization but the economy as a whole (Mashige and Oduntan, 2011). Senior high school students need a lot of assistance when it comes to choosing their careers. It is the stage when teenager needs guidance in the proper selection of their desired career (Leod, 2017). As students try to make career choice in secondary school, they face problem in matching their career choices with their abilities and school performance. According to Villar (2009), most of the students who are in secondary schools do not have accurate information about occupational opportunities to help them make appropriate career choice.

Choosing the right career choice is one of the most important decisions in life that a person must take. Career choice is a developmental process and is not limited to graduating students or those in the workplace (Arandia, 2010). It starts on the

developmental stage of high school years wherein students are thinking or dreaming about what to be in the future. Career is the life that they are looking forward and striving to be one. Career guidance and life planning is not a new program for young people today for it has a big part on the development of their career life. Young generation should be very cautious in choosing such career path for it will either make or break their life. Having the right choice and opportunity is essential to fulfill and be happy with their dreams. Borchert (2002) state that career selection is one of the many important choices that a student will make in determining their future. These decisions will make a big impact throughout their lives as they pursue to do their wants and life-long work. According to Gysbers (2014) the main reason of advocating career and engaging in life planning if for the students to be motivated to have purpose for their future as a grown person with the partnership with guidance, discipline, extra-curricular activities, community services and other holistic development. In addition, Domingo (2008) states that every single person is unique in their aptitudes, work traits, occupational values, interest and psychological needs. Balancing and incorporating these factors will help them master and improve their self-concept and be conscious in their vocational decisions. In vocational/career counseling, group or individual, active participation of the counselee is very much

needed to fully evaluate his/her aptitudes, skills, values, and interest. An individual who is aware of his/her evaluation will more likely to produce new learning about himself and will be motivated to think of his future and plan for a better career. By being involved in career development programs in high school, everyone can be aware of the career options offered and can now begin to trim down their career choices (Tulio, 2008).

The new curriculum, the K to 12 curriculum was introduced and implemented last 2012 as the first year students were called as Grade 7. The pioneer students of senior high school and the whole nation started to adjust for the new phase of educational system. This major adjustment was done for the Philippines to cope with other countries and to be a competitive worker. Pascual (2014) asserts that the very essence of the K-12 program of the Department of Education (DepEd) is to equip the students with knowledge and skills to be able to perform better as a citizen and become a helpmate in promoting economic development even after high school. This is further supported by the Republic Act No. 10533 or the Enhanced Basic Education Act of 2013 that a secondary level student must choose a track and strand when he/she will pursue in Senior High School. Junior high school who are still undecided about what track and strand to choose should be guided by guidance

counselor who undergoes a training program. Also, Orfiano (2013) said that every student should be given guidance, support and opportunities during their adolescent years so that the youth will be well prepared to become the next generations' professionals and leaders. It should be based on the developmental needs and different stages of growth as well on how they adapt and manage the transition from school to work life. It would be a success of the program if the students will fully understand their academic aspiration, develop a positive attitude towards work and learning, connect career with the personal development and utilize their acquired knowledge, skills and talents. That is why it is important to track the career made by the pioneering Grade 11 to assure that they have taken the career path that can unleash their potential and skills. Tracking and examining students' prospective careers are important elements in guiding them thoroughly into suitable career in the near future. Each student in Senior High School can choose among four tracks: Academic, Technical-Vocational, Sports and Arts, and Arts and Design (Official Gazette of the Department of Education 2015). Correspondingly, Gime (2015) states that career tracking is one of the major target of National Career Assessment Examination (NCAE). Results of the three domains of the test namely: General Scholastic Aptitude, Technical- Vocational Aptitude and Entrepreneurial Skills intend

to provide information to help outgoing high school students in a particular occupational field. The test results would validate the previously thought career choice by showing the student's strengths and weaknesses in the aforementioned domains. Also, personality, interest, aptitude and values test can be effective tools in predicting the career path of the students. It is given importance that the students have the potential in being productive by the range of his knowledge and expertise. The DepED acknowledge NCAE as a guide in helping students in organizing what exists in their mind as representation of aspirations (Canuel, 2007).

The DepEd desires to minimize the mismatch in career choices relative to the students' skills and inclinations. The annual conduct of the NCAE gives the students and the parents the idea on the field of endeavor most suited to the graduating students thus allowing for better decision on their choice of career. For example, if they score high in Math and Science (and if these seem to fall under their interest), then they will be encouraged to take Engineering or Information Technology courses. On the other hand, if they are good in verbal subjects like English, they are advised to consider a career in teaching, writing and the liberal arts (Official Gazette of the Department of Education 2013). That is why it is important to guide the youth in

career decision making to avoid incorrect career choice which are not aligned with their expectations, skills and talents (Zhang, 2007).

The right career choice has a critical impact on professional life and future success of students entering the professional world. This is the turning point; it cannot be disregarded or based on intuition, preconceived notions, creative imagination or popular concepts. A misperceived career choice directs an individual's effort and resources into a wrong direction and drains the individual energy and waste its resources (Kerka, 2000).

The Philippines, according to Pascual (2014) cannot provide enough jobs to sustain an educated workforce, there are several challenges for career counseling in the Philippines today. First, the matter of choosing a career in the Philippines is a family affair. Filipino families firmly believe that education is the "great equalizer". Approaching education as the "great equalizer" presumes that the education system is based on meritocracy in which ability, hard work, and "rugged individualism" can lead to success; this, without underscoring the proper career path that will lead them to succeed.

Young people ignore their interest and skills and just believe in the hearsay of the job with greater opportunity of having a big salary. The compensation has

been a great factor in choosing the career path instead of their interest and skills. They just conform to the society and just go with the flow instead of making their own name and passion. Also, career orientation is necessary to match individual expectations with institutional human resource as pointed out by (Custodio, 2000). Hence, individuals who had career orientation can integrate family concerns and career path for further self-development and increases job exploration and search activities among jobseekers, thus, it is proven to be helpful in reducing unemployment by informing people to improve their qualification and seek new kinds of jobs in different areas (Bysshe, Hughes & Bowes, 2002).

Education along with career guidance has positive impact on the student's academic performance and well-being. They help them make good decisions regarding their education career. Education and career guidance is aimed as such goals as (1) fostering student's self-awareness, self-directedness as well as skills to determine workable goals, and to learn consistently in order to add value to their future workplace; (2) assisting students to explore and make decisions based on valid information towards their education and career oriented directions; (3) instilling in their minds the value of utility for all sort of careers and how all these contribute towards the smooth and healthy functioning of the society; and last but not least, (4)

equipping students with the skills and means by which they may be able to positively engage their parents and other career influences (Loan & Van, 2015).

There has been numerous studies about career, such as Agarwala's (2011); Alike's (2012) and Kiolbasa, Miksch, Hermann, Loh, Szecsenyi, Joos and Goetz's (2011) that has researched on the aptitude, interest, values or factors influencing career choice. However, these studies have focused on the identification of the factors and did not focus on the actual experiences of the students. Therefore, the gap that this study hoped to fill was to document the phenomenon of career choice as experienced by secondary students in K to 12 curriculum hence, this study is proposed. Data that will be gathered from the participants can serve as basis for development of strategies for choosing a career.

Senior High School (SHS) Tracks



ACADEMIC

- **Accounting, Business, & Management (ABM)**
 - Finance
 - Business
- **Science, Technology, Engineering, & Mathematics (STEM)**
 - Science
 - Natural Science
 - Aquaculture
 - Engineering
 - Computer & Technology
- **Humanities & Social Sciences (HUMSS)**
 - Professional Services
 - Media & Communications
 - Community Service
 - Spiritual Vocation
 - Military & Law Enforcement
- **General Academics (GAS)**



TECHNICAL VOCATIONAL

- Agri-Fishery Arts (AFA)
- Home Economics (HE)
- Information & Communications Technology (ICT)
- Industrial Arts (IA)



SPORTS

- Athlete
- Fitness
- Coaching
- Officiating



ARTS & DESIGN

- Theater
- Music
- Dance
- Creative Writing
- Visual Arts
- Media Arts

Figure 1: The tracks and strands in Senior High School in the Philippines

Philippine education undergoes phenomenological change by pursuing the 12 year educational program adding two years in high school. Senior high school education in the Philippines has very important impact in the country's national development. The government invested in this national change in hope that the students will become globally competitive. This will only happen if the students will be eager to see themselves on what career path to pursue in the future. A planned and organized life and career goals can contribute to their personal and professional growth. The additional two year program in high school is divided into four tracks into which students may choose to enroll. They will go through a core curriculum and subjects under a track of their choice. Senior High School covers tracks that are similar to college courses: these are the (1) Academic (which includes Business, Science, & Engineering, Humanities & Social Science, and a General Academic strand), (2) Technical-Vocational-Livelihood (with highly specialized subjects with TESDA qualifications) (3) Sports and (4) Arts and Design.

The strategies for choosing a career would lead the students to take the right track and strands in Senior high school as it would be their preparation for college life. The very essence of this study is to describe the lived experiences of Senior High School students in their career choices.

Literature Review

This part consists of literature review, specifically on career choice, career exploration, career development, career guidance program, career guidance and phenomenological studies in career choice. These literatures are discussed based on the (variables) gathered from foreign and local literatures.

Career Choice

Career choice pertains to the ability of a person to make suitable career options while understanding the difficulty of economic, family and social variables that impact an individual's career development (Sampson, Peterson, Reardon &

Lenz, 2000). It is the most important decisions an individual makes in his life, and this process begins in adolescence or even earlier, much before a person enters the world of work.

Being prepared is an important factor in making a career choice, students could benefit from different elements to assist them in facing life after high school (Koivisto, et al. 2011). In order to make a career choice, one must know the path that he/she is going to take. Any particular circumstances could either enhance or detract from readiness to make a career choice. Students who had knowledge and decided in their career path showed satisfaction in their chosen fields of studies. However, those who chose their career paths without knowledge and just enrolled half-heartedly in their prospect careers were less satisfied (Keshishian, Brocavich & Boone, 2010). Career choice is a significant issue in the developmental live of youths because it is reported to be associated with positive as well as harmful psychological, physical and socio-economic inequalities that persist well beyond the youthful age into an individual's adult life (Robertson, 2014). The difficulty of career decision-making increases as age increases (Gati and Saka, 2001). As children get older, they are more likely to define their career choice as a self-motivated interplay of their developmental stages and the prevailing environmental circumstances (Howard and

Walsh, 2011). Youth career decision-making is required to go through a process of understanding by defining what they want to do and exploring a variety of career options with the aid of guidance and planning (Porfeli and Lee, 2012). Proper handling of the process affirms individual identity and fosters wellbeing, job satisfaction and stability (Kunnen, 2013).

Career decision making indicates a person's state of preparation and motivated in being a learner to explore and decide among various occupational, educational, training, and employment options. Every person undertaking the procedure of choosing a career is subjective to many factors: personality (Rogers, Creed & Glendon, 2008), competence (Agarwala, 2008), context they live in, personal aptitudes, and educational skills (Bandura, Barbaranelli, Caprara, and Pastorelli, 2001).

Career decision making provides explanation on how the factors interplay and not merely just being considered. As it had been of disregarded thought that the courses you take won't directly take next in line specific careers. It is important to take into account that decision making concerning the courses is of a big part that will take place into an individual's life as it is seen to be a preparation to form essential

psychological factors and understanding of the integration of psychological and sociological factors (Constantine, 2006).

Choices that people make in their career can be based on the psychological and social factors. Psychological factors are the individual's personality, perception, ideas, beliefs and willingness to be in business environment. Social factors are part of an individual's significant others, their parents, family, history and other characteristic of their environment (Ozen, 2011). Families, parents and guardians in particular, play a significant role in the occupational aspirations and career goal development of their children. Without parental approval or support, students and young adults are often reluctant to pursue or even explore diverse career possibilities (Taylor, 2004).

Career choice is influenced by self-efficacy and interest as conducted by Tang, Fouad and Smith 2000. Self-efficacy's and interest impact on the career choice is found to be positive on the twenty Asian American participants' experiences as they hurled their educational achievement.

Buckley (2013) conducted a research on acquiring the understanding and distills the experiences of eight individuals who had their career choice of living their former job to pursue their calling as a teacher. The phenomenological study explored

the experiences of eight individuals as they perceived recognized, and transitioned to their career choice.

In addition, Redman and Wilkson (2001) clarifies that career choice is the application of person's understanding, learning and capabilities, choice of profession, work expertise and basis of developing and bettering oneself. Individuals chose career planning to pursue their professional wants and desires. It is based on the information gathered and opportunities that life gives. Choosing is considered the beginning of stages in career and its decisions depends on the paramount of significance. People usually prefer the career that could give them good basis for an improved standard of (Cavus, Geri & Turgunbayeva, 2015). Individual career planning is a personal career choice on how to foster his/her professional journey. So briefly career planning is the process whereby the individual himself chooses ways in pursuing his career path in accordance with his capabilities, talents and aims (Bayraktaroglu, 2011).

Career Exploration

Career exploration has been a focus of vocational development research since the inception of the field for it is a major construct in a career development for it plays a major role in most career-choice and development theories (Gore, Bobek, Robbins, & Shayne, 2006). Career exploration refers to all of the activities that individual engage in for the purpose of promoting career development, choice, or adjustment. Its purpose is to collect and analyze career-related information in order to enhance an individual's career management process. It also helped on how to develop realistic career goals and plans through participating in exploratory activities that promotes self-understanding and environment (Sugalski & Greenhaus, 1986).

Donald Super cast the career exploration concept into life-span terms and identified adolescence as the period when a person begins to employ a dynamic form of exploration that involves aspects of the vocational self (e.g., emerging awareness of career interests, values, and related abilities) that guide a person's exploration of the world of work and aspects of the outer world (e.g., feedback on school and work performance) that guide self-exploration. Central to the issue of children's vocational development, Super and others suggested that most preadolescent children were preoccupied with career fantasies because they were

incapable of career exploration that involves the integration of psychological, physical, and social structures into an understanding of how a person fits within the working world. Career exploration involves the dynamic interplay between self-exploration and exploration of the world of work that yields a relatively stable sense of the occupational self-identity and with it a suitable and satisfying occupational choice.

Jean Pierre Jordaan, working with Super during the 1960s and 1970s, defined vocational exploration as the work context that the two fit together as conscious and unconscious activities conducted to have an aim of learning about self. John Holland supported the position that occupational exploration is a fundamental aspect of career development and asserted that the development of occupational interests through exploration is a critical aspect of the process of moving from an undifferentiated sense of the world of work and toward an occupational choice. In addition, Hanoch Flum and David Blustein later extended the exploration construct to include exploratory competence, which presumably develops from the act of exploration over time and involves the belief that a person can effectively explore his or her environment (i.e., seek and gain information and insight that will be beneficial).

The human exploration literature further distinguished between two interrelated types of exploration. Children presumably employ combinations of diversive and specific exploration to learn about their environment. Children's career exploration heads to career flexibility and identity later in adolescence and adulthood (Guan et al., 2015). Children's favorable career self-efficacy expectations promote career-choice readiness in adolescence (Hirschi, 2011). The vocational exploration of children may be described as diversive in nature. Young children explore the world of work attempting to comprehend its elements in more or less enticing, exciting, or threatening terms. As children begin to develop vocationally related interests and values through sequences of diversive career exploration, particular aspects of the world of work (i.e., occupations) may become the target of specific exploration, which is commonly known as career exploration.

Henceforward, career exploration is a process of learning about oneself and the world of work, identifying potential careers, and developing a strategy for realizing education and career goals. Self-knowledge is a necessary step toward developing decision-making skills for education and careers, even as goals and interests change over time.

Although exploration occurs at all ages and stages of development, it is considered to be most prominent during the late adolescent/early adulthood period (Sharf, 2006). The exploration process is concerned with where an individual explores (i.e environment and self), how one explores, how much one explores and directedness on how to focus and consider the number of occupations. Behaviours such as where one explores, how one explores, how much one explores, and what topics one explores define the process of exploration (Stumpf, 1992).

Career Development

Beginning early in life and proceeding along a curve until late in life, thus a life long process. Career development enables individuals to convey who they are and how they want to be perceived in their career choices; it also enables implementation of the self-concept (Ohlsen, 1974). It is a continuous process that involves personal experiences in various aspects of life, influencing one's career over one's entire lifespan (Cassie, 2005; Dykeman, Herr, Ingram, Pehrsson, Wood & Chareles, 2003; Nile & Harris- Bowsbey, 2007). The span of career development

in any given individual is the combination of different factors such as psychological, sociological, educational, physical, economic background (Maddy-Berstein, 2000). Career development is stabilizing or recognizing and meeting requirements of the individual while at the same time answering to the outer forces and realities of life. Career decision factors involved to sets of input, the self and world of work. The individual in a career has permanently stabilized one's aspirations and how they have fitted into the reality of the workforce. (Wilson 2014).

Career development can be considered as the sequence of life roles performed by an individual over his/her life-course (Super, 1994). The student role is of major importance in childhood (until the 14 years of age), the age of Junior High school students, as it sustains the development of work attitudes and routines as well as the awareness of one's abilities and preferences (Super, 1994; Araújo and Taveira, 2009). Their academic path promotes children's development of a sense of industry and identification with teachers who they may perceive as supportive and knowledgeable classroom managers who are concerned with their well being (Longobardi et al., 2016).

According to Isaacson and Brown (2002), career development and its history began in 1909 which explored the understanding of one's self, the requirements of

the jobs available and choice based on true logic and on how a person manages its progress.

In addition, career development, as the word suggests, is the growth of learning process that develop throughout our lives (McDaniel & Gysbers, 1992). It is the recognition and meeting of needs of an individual while at the same time responding to the outer forces and realities of life with fulfillment Borchert (2002). Also, Goel (2017), says that it is the individual who judges the success of his career, each must experience the psychological success which means the feeling of sense of personal accomplishment and fulfillment that energizes our efforts and impels us to undertake new challenges and scale new heights that foster our growth over time.

In the process of growth and personal achievement, career development is an important component of all counseling programs for elementary through secondary schools. In high school level, counselors as well as the teachers continue this process of integration into the curriculum and gives a lot of services to extend to students and help them narrow their career interest and choices (Schmidt, 1996). McKay (2017) adds that advice from a career counselor or other similarly trained specialist, or taking a class in school that helps with career development, allows the student to forge a more satisfying and successful career path.

Career development and advisement activities can be provided from a variety of individuals including parents, educators, and counselors. In their study, Manzi, Palma, Schultheiss (2005) found that in order to strength the connection between school and future occupations, teachers and school counselors could provide children with experiences that more clearly link academic subject areas with various occupations.

The guidance counselor needs to support students with their dreams and future decisions by giving current and trends in career possibilities and encouraging them in long term educational planning. Peterson and his colleagues have development a system of classifying individuals into three major categories with regards to decision making: decided, undecided and indecisive. An elemental goal of high school career guidance program should give knowledge to student for better decision sufficiently for best career growth (Isaacson & Brown, 2002).

Hence, career development encompasses all activities that foster the individual student's knowledge, skills and capacities in relation to planning, developing and directing their career through informed choices across their lifespan (Hooley, 2014). Additionally, Career development services in schools have traditionally focused upon assisting youth to make choices about the next point in

transition such as selection of senior secondary subject and research outputs. The notion that sound provision in career development should also emphasize and develop lifelong skills in planning, decision-making and information utilization that will support career management across the lifetime and it is delivered by a wide range of group supports from the tertiary institutions, private education and work settings, and community organizations (Sweet et. Al. 2009), also this may take place within the family and local community (Perkins & Peterson 2005).

The learning style of individuals can also play a vital role in their course selections as well as their career and college goals because style of leaning determines how an individual processes each new experience. As a result, choices and decisions are influenced through lived experiences of 10 high school students. The themes were (a) the learning process was enhanced, (b) influences on decision-making, (c) learning with understanding supports knowledge use in new situations and (d) guidance and advisement needs to be purposeful. Therefore, assessing student learning styles during the career development process can help guide students in making informed decisions during and after high school (Goins, 2015).

Career guidance has greatly contributed to national educational and labor market policy goals in terms of raising people's interest in education and training as

well as boosting their participation in formal and non-formal learning, which has positive effects on the overall learning outcomes. It empowers students by equipping them with better decision-making skills and making them well aware of learning opportunities. (Killleen, White & Watts, 1992; Rosen, 1995; Watt, 1996).

Career Guidance Program

According to Lapan (2001), career guidance program is a development with a series of different activity that helps the students to be prepared in their future. The goals of this program is to provide an avenue for the students to know their self and unique abilities in relation to their careers acquire skills. They need it in order to plan for their strength and weakness to further support their potentials; nurture their skills in dealing with his/her environment and being and being a positive contributor to the community; and exemplify deep knowledge and understanding of the continuous process of learning, growing and changing.

Zayas (2006) detailed the different activities in relation with career guidance program that usually include 1) providing advices to the students and parents on their high school career and other curriculum related matters; groom them for the challenges in the college application and admission; 2) providing support to make them ready for the college admission test; 3) informing the parents about other financial support that can be of help to continue their advance education and training; 4) create career portfolios which include examinations and results, examples of student work, and curriculum vitae and intent letter to their possible and prospective employers; 5) giving them human resource support like job shadowing, career placements, and other community-based learning programs to give the students direct knowledge and experience in the workplace environment; 6) holding sponsored workshops, seminars, classes, focus group discussions, and special presentations that will equip their skills and develop their personalities; 7) providing customized counseling and other interventions to each students for individualized approach and attention; 8) acknowledging the importance of career guidance and counseling programs for the students' advanced education success. These activities play a huge role in supporting the country's efforts and actions to establish and implement these programs

In addition, an American study found that providing comprehensive guidance services to students at schools can have a positive impact on the quality of their educational and professional decisions, and also on their educational performance and the overall climate of the school (Lapan, Gysbers, & Sun, 1997)

According to Tulio (2008), high school years are very meaningful for it is the years full of growth, dreams, disappointments, struggles, hope and laughter. It is the time when students discover the future self that they want and people who make them realize it. Nowadays young people are living in the most breathtaking time with an increasingly diverse and mobile society, new technologies, and greater opportunities. To help ensure that they are prepared to become the next generation of professionals, workers, parents, citizens and leaders, every student needs support, guidance and opportunities during their adolescent years, a time of rapid growth and change. Adolescents face unique and diverse challenges, both personally and developmentally, that impact achievement.

Snieder (2010) in the real scenario, high school students has to face different challenges in different emotional stages and are faced in important decision in life including career. Counselors can guide students in facing these developmental stages in their life and provide them with necessary information to make wise

decisions. To have a performing guidance program, the counselor must consider the needs of the students in different aspects. As stated by Serbo, the guidance and counseling program goal is to support the growth and understanding of students in accordance to ones' self in dealing different aspect in life especially choosing a career. Helping them know their like, dislike, strengths and weakness would help them understand and constructively deal with intrapersonal and interpersonal to make the right choice in taking the path they want as professionals. It involves a proactive approach that involves support of wellness and life-skill curricula. The process may take too long but it would be very worth it for the program will be very suited for everyone.

In connection, Amaba (2013) states that school Counselors are professionals who believe that all students are lifelong learners. The counseling program is designed to promote academic, personal/social and career development for all students. School counselors are dedicated individuals who assist students and parents in building a foundation for academic excellence through support, interventions and positive relationships between school and home.

Career Guidance

Career guidance is not limited to providing information about jobs and guidance to students in their decisions but it also helps the youth in selecting their skills needed for developing and executing their long-term goals as a fundamental element of human capital (Gazier, 2002).

In Europe, Sultana (2010) implies that career guidance is a tool to social development across all country. It should be based on the current needs of employment of the country. The European Union guarantee social market aspirations providing several reviews for different career work for the students to analyze their interest and future career goals. Though career guidance is already established in Europe, continuing improvement is needed and innovations are necessary for the current need of the country.

Stipanovic (2010) stated that in 2005, to enhance the student's performance, graduation rites and preparation for post-secondary education and one workforce program should be made. This was the Education and Economic Development Act (EEDA). Meanwhile, Ortiz (2015) posits that one of the timely aspects of this

legislation is the prominent role that school counselors play in the career development of students. In this article of EEDA, the author examined how the EEDA is impacting school counseling by emphasizing the importance of comprehensive counseling for all.

As mentioned by Brick (2000), life is full of challenges from the personal, social, political and economic conditions, brought about by the complexities of intermediate discoveries, advancement of technology, demands and needs of public. The role of guidance counselors in this case, cannot be overvaluing. In times of problem and struggles, guidance counselors are looked up to balance the outlook of a person, that being said, a person need guidance throughout his/her lives especially the youth who goes to a rough road of emotional instability and confusion during their adolescent years. Guidance functions whenever decisions are to be made and choices are to be done to come out in a situational crisis with success. However, guidance is needed not just in critical situation in adults' lives but should also be made available to normal youngsters coping with normal developmental problems. Developmental guidance is not only an amend of trauma or the prevention of mistakes but rather the maximum development of the individual.

Savikas (2009) states that in the 21st century, a new born social arrangement of career load series of questions and challenges arises to scholars who determine to help people develop their working career. Given the emerging development of career counseling, scholars distinct the issues and address it to formulate an implicit innovative responses in an international forum. Despite all the difficulties of creating models and methods they came up with the life-designing model for career intervention: contextual possibilities, dynamic processes, non-linear progression, multiple perspective, and personal patterns. These were used to assist the youth in finding path for career world.

Andrews (2008) stated that senior administrators must have a positive outlook toward career education and guidance. Administrators should secure that the career coordinators are very hands on in helping the young people develop their understanding, skills and knowledge needed to become an effective career planners. Also, administrators should show full commitment in giving support, resources and guidance in annual review, development plan, and implementation of career guidance program so that the career coordinator can do his/her job. Career coordinator's role is to plan the school's career education and guidance program, support colleagues delivering the program, and report on progress. Career

coordinators are not always located in the most appropriate places within school management structures to do the job expected of them. Career work would benefit from being treated, in terms of management, in a similar way to other curriculum areas, with a clear policy, linked to a development plan that is implemented. Subsequent practices are monitored, reviewed, and evaluated.

Tracks and Strand in Senior High School

The students may choose one among the four tracks in Senior High School as it is their preparation for college life. Senior High School is a part of the K to 12 Basic Curriculum and is developed in line with the curriculum of the governing body for college and university education in the Philippines which is the Commission of Higher Education (Official Gazette of the Department of Education, 2016).

This ensures that the student who enrolled in their chosen tracks and strand will have the standard knowledge, skills, and competencies needed for their tertiary level.

The Academic Track is divided into four (4) strands: (1) *Accountancy, Business and Management (ABM) Strand* This is for students who are planning to take up business-related courses in higher education or engage in business,

entrepreneurship, and other business related careers; (2) *Science, Technology, Engineering and Mathematics (STEM) Strand* This is for students who are inclined towards or have the aptitude for Math or Science or Engineering studies; (3) *Humanities and Social Sciences (HUMSS) Strand* and is for students who intend to pursue these fields of study at the university level; (4) *General Academic (GA) Strand* is for students who have not yet decided on a particular specialization. It offers subjects selected from different academic strand.

Technical Vocational (TechVoc) Track is divided into four (4) strands: (1) Agri-Fishery Arts (AFA), (2) Home Economics (HE), (3) Information and Communications Technology (ICT) and (4) Industrial Arts. These are aligned with the Technology and Livelihood Education (TLE) Learning Area in Grades 7 to 10. Each technical-vocational livelihood strand offers various specializations that may or may not have a National Certificate (NC) equivalent from the Technical Education and Skills Development Authority (TESDA).

The Sports Track strand is for students who are interested in sports-related careers like athlete development, fitness training, coaching, and officiating.

The Arts and Design Track is for students who have an aptitude for the arts and its forms.

Synthesis

This literature review has touched some of the experiences in career choice, considering their importance for the purpose of the study. This literature has focused on career choice and phenomenological studies about choosing a career. The study also collected literature on career development, career exploration, career guidance program and career guidance.

Career choice is the ability of a person to make a suitable career (Sampson, Peterson, Reardon and Lenz, 2000). In order to make a career choice, one must know the path that he/she is going to take. Every person undertaking the procedure of choosing a career is subjected to many factors: personality (Rogers, Creed & Glendon, 2008), competence (Agarwala, 2008), context they live in, personal aptitudes, and educational skills (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001).

Preliminary career choice is an intellectual, developmental job that young people are projected to have accomplished by the end of the school year (Super, Savicks & Super 1996). The experiences in career choice are the phenomena being

gathered in this study how individuals perceived their respective choices of desirable career.

Statement of the Purpose

The main objective of this study is to describe the lived experiences of Senior High School Students (SHS) in career choice.

Specifically, this study seeks to:

1. Describe the experiences of the participants in choosing a career;
2. Identify what characterizes the experience of career exploration; and
3. Propose strategies for choosing a career based on the experiences of the participants.

Conceptual Framework

Career choice is an important aspect of human development, just like physical, mental, social, moral and emotional development. It is a lifelong process of developing, refining attitudes, beliefs and value skills, interests, and personality traits or behaviors and discovering attitudes; and acquiring knowledge about the world of

work so that a person can make decisions at every stage of his life and commit himself to implement them. It is a lifelong process by which a person efficiently and effectively develops and pursues realistic and challenging goals that enable the person to become what s/he wants to be (Santamaria, 2004).

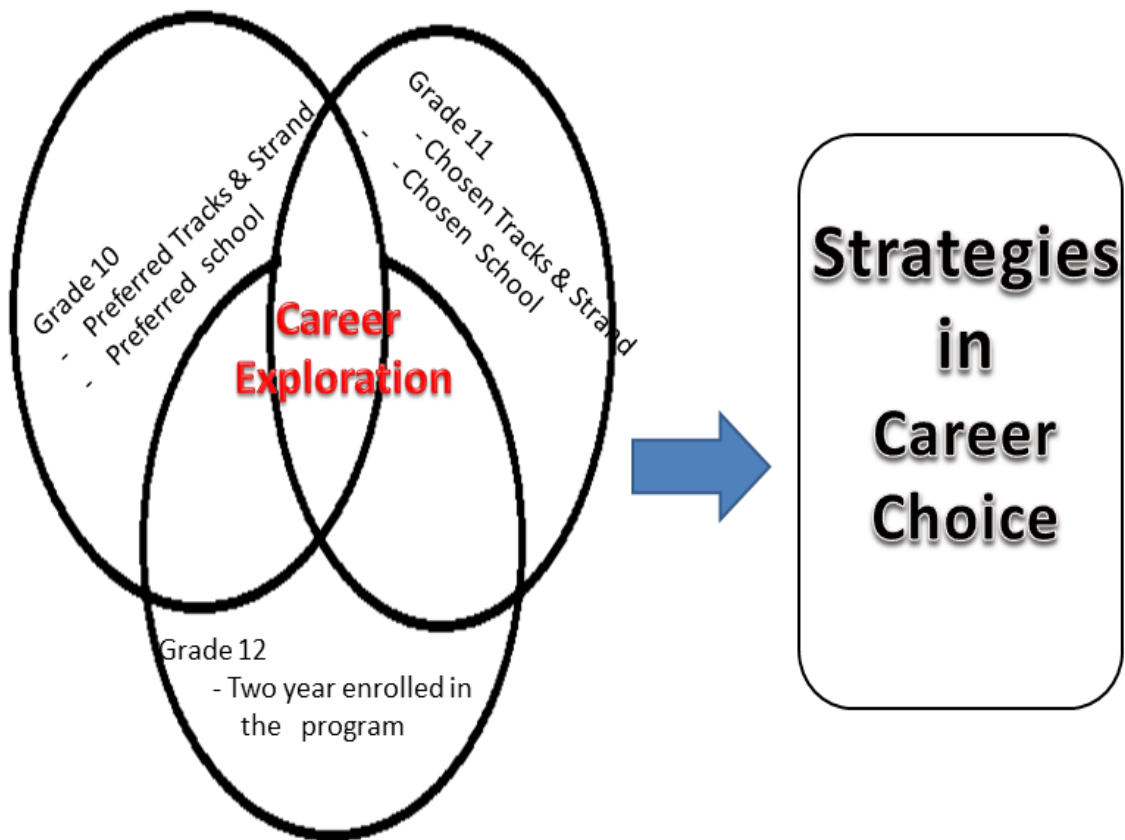


Figure 2
Conceptual Framework of the Study

Career decision making is a continuous and life-long process that builds upon previous knowledge and experiences. Also, career development is the lifelong series of activities that contribute to a person's career exploration, cognitive processes, establishment, success, behavior and fulfillment (Bakari, 2014).

The theory of Career Development by Super (1980) and Kunnen (2013) explains that different life roles has different developments. In addition, individuals go through different stages in life in accordance with their age. For instance, at the age of 15 to 25, the bracket where the grade 10 completers belong is still the explorations stage. At this stage individuals are in high school entering the senior high and at the verge choosing their preferred tracks and strand.

The conceptual framework shows the intention of the researcher to document the phenomenon of career choice of the Grade 10 completers for S.Y. 2015-2016 in Dasmariñas West National High School in their chosen track, strand and school to develop strategies for choosing a career.

Donald Super, a profound contributor to career development, formulate his theory during the 1950's (as cited in Savickas, 2001). His dominant assumption was that differing abilities and interest were the vital keys in determining occupational

abilities and interest. Also, he believes that every individual has potential, skills and talents that might be developed through different life roles in making them capable of the different tasks and occupations.

In his developmental perspective, Super (1992) incorporated that people base their career decision on beliefs about their own abilities and other self-attributes. Career development goes through a process, and this study focuses on the Super's Developmental Stages and task under exploration stage that coincides with the age range of 14-25, the age of SHS student. During this time, young people develop a self-concept based on many factors like actual and perceived physical and mental abilities, roles within the family and relationship with peers. Though limited in information, youth also develop certain beliefs and attitudes towards the world of work that let them chose in enrolling the tracks and strand in SHS. In addition, Denham (2010) states that during this stage people begin to form, specify, and implement an occupational choice. Different roles will be tried and various work options are explored through school, leisure, part-time work and volunteering. Work choices are narrowed, but not finalized.

In support to Super's self-concept exploration stage, Ochs and Roessler (2004) added that failure to successfully complete the tasks needed for career

development during adolescence may affect the transitioning of career during adult life. McComb-Beverage (2012) found that students as young as 11 can actively engage in the career development process through career exploration activities. Lewis et al., (2008) and Nevil (1997) found that an increase in career development during the growth stage (age 13) can help students with identifying wide range of compatible occupations in the future. The career decision-making process continues to present challenges. Therefore, adaptability is necessary to career development as emphasized by Super (as cited in Lewis et al., 2008)

According to Schreiner (2012), This exploration stage is also is the tentative years where needs, interest, capacities, values, and opportunities are all considered. Possible choices are made and tried out by the youth and thinks of the possible work roles in the future.

Cunanan (2005) found out that students were making important choices for their future before they had even sat the junior level, including which subjects to take, and whether to take higher or ordinary level. Furthermore, career selection is one of many important choices students will make in determining future plans (Pope, 2009). Collaborative effort of the school administrations, guidance counselor and parents should also be made to come up with better career plan for every individual student

(Salazar, 1997). Thus, making an improvement on the career guidance program would be meaningful in helping student to take the right track and strand in their preparation for college life.

The choice of a wise career or vocation is considered a critical stage for every individual student where services of the guidance counselor are very essential and this can be worked out through their career guidance program (Guintibano, 2010). Guidance for career decision making offers a unique and challenging opportunity for students where a vast amount of information must be made available to provide the knowledge required to assess their own needs in relation to career choices (McKee as cited by Guintibano, 2010).

The researcher believes that choices and decisions are influenced through lived experiences. Career choice tends to be a persistent problem for students in the contemporary society. That is why it is not uncommon for students to get into occupations that are not quite suitable to their abilities (Brown, 2010). Career counseling to guide the right career choice can be implemented within programs and strategies with the use of inventories design by Super (1992). Mc-Comb-Beverage (2012) found that life span coupled with an effective career strategic program can assist adolescents in creating realistic goals in the future. Thus, strategic career

program can help and guide students in making informed decisions during and after high school.

Limitations of the Study

This study mainly covers the experiences of students in Dasmariñas West National High School (DWNHS) completer's batch 2015-2016. This study is limited to students who were graduates in Grade 12 and an alumni of the DWNHS. The interview will focus on their experiences in choosing career for SHS. A total of 30 students regardless of what tracks and strand was interviewed. The availability and willingness of the participants was considered in conducting the research.

Significance of the Study

The findings and implications of this study would be helpful for the following:

Students will be guided more in choosing the right track and strand based on their experiences and according to their wants and skills.

Guidance counselors could gain insight on the students' experiences in career choice that will serve as a basis for them in planning, organizing and

implementing better and revitalized career guidance program anchored on the K to 12 curriculum.

Administrator of DWNHS may have the data of their alumni/completers and can provide administrative support to the program that are beneficial to identify more of appropriate strategies that would prepare the students in making intelligent choices in making career choices to avoid mismatch in terms of abilities and skills in Senior High School.

Teachers upon knowing the tracks and strand preferences of their students would be able to plan instructional strategies to further encourage and enhance their skills. Also, they may help in what particular school the students can enroll.

Parents/guardian will understand their children better and will be able to guide them better in proper tracks and strands in Senior High School. This may ensure that their child's Senior High School choice is relevant to his/her interest and will.

Future researches may conduct further studies exploring career choice or other phenomenon related to career choice.

Definition of Terms

The following terms used in this study are conceptually and operationally defined for easy reference.

Career Choice. These are experiences of students in selecting a career choice that are set out in a framework of strategies moving toward personal goals. Fields of vocational, academic, and sociological endeavors are explored for the purpose of satisfying personal, economic, and intellectual goals Borchert (2002).

Career Exploration. Career exploration is a process of learning about oneself and the world of work, identifying potential careers, and developing a strategy for realizing education and career goals.

Career Guidance Program. This term refers to a set of planned activities, particularly on careers, or to the world of work intended to guide the students to make Individual decisions or choices of future career which is necessary in having

satisfactory vocational development. It is the help extended to the students in the form of career counseling, career information, career testing and assessment, career education, and career life (Villar, 2009). In this study, it refers to the DepEd guidance program implemented by the teacher-adviser to the Grade 10 students in making decision related to SHS.

Career information. The term refers to the provision of career information given by teacher-adviser during homeroom period. Information is given through modules aimed at helping students in choosing the tracks and strands in SHS.

Senior High School. The additional two years of study in high school which are developed in line with the curriculum of the governing body for college and university education in the Philippines which is the Commission of Higher Education (Official Gazette of the Department of Education, 2016).

Chapter II

Procedures

Phenomenological Qualitative Research

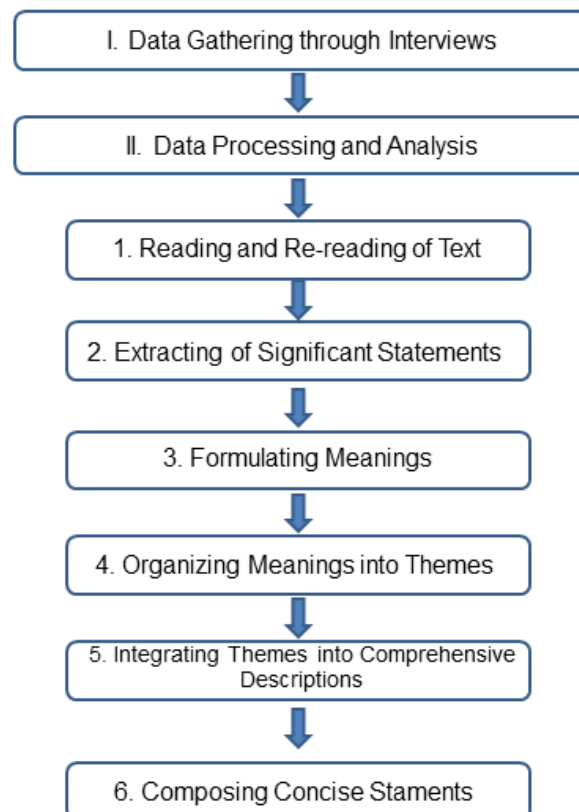
Edmund Husserl (1859-1938) the man behind the phenomenological movement, believes that the ultimate root of philosophy is not found in any principle or concept but by the whole field of experience. According to Ramirez (1983) phenomenology is a way to better understand man and the social phenomena by “seeing”, “looking”, and “examining” human and social reality. She added that phenomenology is an approach that makes the individual the subject matter as uses the “lived experiences” as facts on which to base its findings.

This study used Phenomenological Research Design (Broussard, 2006) in clarifying that achieving a deeper wisdom and thoughts of nature and meaning of everyday experience which is the goal of phenomenology. In this study the phenomenon is the career choice of SHS. The participants’ experiences in choosing a track and strand and how an individual perceive it as phenomenon.

In addition, Fochthman (2008) explains that phenomenology is an approach to better understand the hidden meanings of life because people are conscious of something happen in them or in their life. This experience has impact on their lives for it has deeper essence and significance.

Patton (in Merriam, 2009) says that phenomenological approach is used in qualitative research in basis that there is a postulate in the essence of human experiences that are meaningful and relevant to each other. Since the emergence of phenomenology as a method of enquiry, advances in phenomenological thought and research methods have emerged. Colaizzi's phenomenological method of enquiry will be used as the basis for the analysis of data in this study.

Research Framework following Collaize's Phenomenological Method (Laramana, 2012)



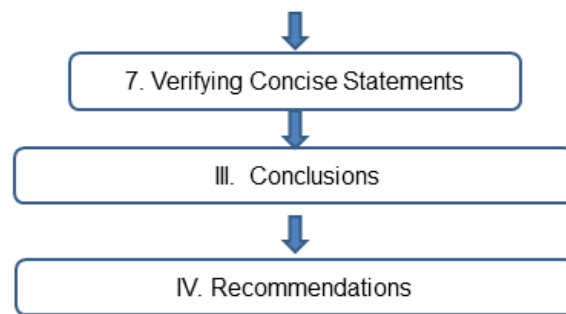


Figure 3: Collaize's Phenomenological Method

Research Site



Figure 4: Map of Dasmariñas West National High School

The study was conducted in a public school located in San Antonio de Padua I, City of Dasmariñas, Cavite. The data gathering was done in the Values Education department which occupies as an office room located at the second floor of Bldg no. 15. This room is well ventilated that has four cubicles. The room is free from noise and any disturbance. During the interview session, a “Do not disturb” sign is posted on the door to ensure silence and to avoid any distractions. In case of emergency, the door of the room is approximately located near the stairs for quick exit.

Selection Criteria and Participants

A purposive sample was used in getting the perspective of the completers with regards to their chosen tracks and strand. One of the strong points of this sampling method is that the respondents have an understanding and experiences of the phenomenon being studied (Robson 2002). Purposive sampling is done by communicating to the participants the intention of the researcher to gather data. The number of participants was focused on a group that has experienced the same

phenomenon and was based on their availability and consent or willingness to participate.

The criteria set for the participants were the following: (1) alumni of Dasmariñas West National High School batch S.Y. 2015 – 2016 and (2) graduate in a specific school offering SH Curriculum. The participants were described in terms of the following: (1) preferred tracks and strands during grade 10, (2) preferred school for senior high school, and (3) chosen track and strand.

Data Collection

The researcher gathered the list of completers, then prepared and distributed the letters to the alumni of DWNHS S.Y. 2015 -2016. The researcher developed questions for the interview. The researcher administered and conducted the interview on the selected alumni. (See proposed questions for the structured interview.)

Below are the stages that were undertaken in this study:

Pre – Gathering Stage	Gathering Stage	Post - Gathering Stage
1. Collection of research literature 2. Identification of the participants based on the criteria - alumni S.Y. 2015-2016 - graduate in Senior High School Program 3. Preparation and	1. Gathering of letter of consent. 2. Orienting the participants 3. Conducting of interview.	1. Transcription of interview 2. Tallying and constructing formulated meanings. 3. Clustering themes 4. Expert review.



Pre – Gathering Stage

All relevant literatures were collected by the researcher. The data from the Grade 10 completers S.Y. 2015 - 2016 were reviewed in the record section to find the list of students who continued for Grade 11 based on the request of Form 137. Then, the researcher verified if the completers finished their studies in grade 12 thru the use of social media. Each participant was sent a letter asking them to be part of the study and if they were a graduate of SHS program. Those who replied and

confirmed graduates were listed as prospects for the study. The social media was used as a medium of communication.

The interview guide was validated by three experts. See draft of structured interview questions in Appendix B.

Gathering Stage

The list of Grade 10 completers was reviewed through the List of Completers batch S.Y. 2015 -2016 at the record section. Before the data could be gathered, the researcher asked permission from the Principal for the conduct of the study hence the use of the alumni's data. Also, the researcher asked consent from parents of the student participants who were minors and the participants themselves.

The researchers sent messages through social media to inform them about the said study. Those students who agreed to be part of the study were listed. Letters were sent to those who were interested to be part of the study. The purpose of the interview was explained and the students' most convenient day and time was used as basis for the scheduled interview. As for those participants who were still minors, letter were sent to their parents and invited the participants to have discussion with the researcher in the values department room regarding the study.

The interviews were set according to preferred date and time of the participants. Before the interview, the guidelines and procedures were reminded to them. The researcher told the participant that the interview is part of a study about career choice and will ensure that they had full knowledge of their rights and the purpose of the research. The interview was voice recorded and all the data were kept confidential for the study. Participation is purely voluntary and no pressure of any kind to participate. Participants are encouraged to ask and clarify information about the study. The participants were asked to sign the interview contract after agreeing to have voluntary participation in the study.

The researcher established rapport with the participant during the interview proper. Kvale (1996) points out that the first five minutes is crucial for the interview to establish good relation for the interviewee to express freely and expose his or her experiences to a stranger, although in most if not all cases the researcher was not a stranger to the participants. The use of the voice recorder enabled the researcher to establish eye contact with every participant. The recorder was positioned close enough between the researcher and the participant to record the conversations. The recorder was tested prior to the interview proper to ensure that it was working efficiently and secured that the battery is on full mode. The conversations were

saved in the researcher's computer with a label instead of participant's name to ensure the confidentiality. The researcher's laptop is with password and the file of the recorded conversations will be zip file.

The study used set of interview guide questionnaires during the collection phase of the study. The researcher had prompt questions every time the participant found it difficult to answer the questions. This is done to stimulate the participants' thought and understanding to the question.

The participants were encouraged to answers honesty and as if they were telling a story. The questions were asked in English but the participants were free to speak either Filipino or English in answering the questions. In case the participants could not understand some words or thought the researcher would elaborate it for him/her to be understood. The interview lasted from fifteen to thirty minutes.

During the span of the interview, an eye to eye contact was maintained by the researcher to show to the participant that she is actively listening and paying respect to what the participant is sharing. The researcher made sure to extract the details needed to know for the study. The participant may have some control of the interview but the researcher did not lose track of her objective especially when the participants

were telling stories not related to their Senior High School career choice experiences.

Post – Gathering Stage

After conducting the interview, all the data that transpired were transcribed in verbatim and reviewed by the researcher. Tallying and clustering of the responses were done and reviewed by the three experts. All experts were graduates of masters in arts in Guidance and Counseling and currently working as Guidance Counselors in their respective areas.

The data gathered from 30 transcribed interviews were analyzed wherein the significant meanings were extracted. The units of meanings were formed into meaningful themes which were later on integrated into comprehensive descriptions to compose concise statements and then verified by the participants. This study followed the Colaizzi's Phenomenological Method (Laraman, 2012).

Data Analysis

After the researcher was done the interviews on alumni, the data had gone through the process of data analysis. The researcher organized the data and familiarized herself with it. It was done by rereading the whole data set while at the

same time looking for the similarities and consistencies of the data. Also, the fundamental patterns throughout the interviews were considered.

The researcher identified possible themes, codes or patterns in the data during the rereading process (Lopez & Willis, 2004)

The researcher conducted interviews to 30 SHS students, batch 2015-2016 at DWNHS. The researcher followed Colaizzi's procedure method as cited in Sanders' (2003); Speziale & Carpernter's (2007) works, in which;

1. Each transcript should be read and re-read in order to acquire the experiences in choosing career choice.
2. Extracting significant statements that pertain directly to the phenomenon. This will be noted on a separate sheet noting their pages and lines number.
3. Formulating meanings for these significant statements. The formulation must discover and illuminate meanings hidden in the various contexts of the investigated phenomenon.
4. Categorizing the formulated meanings into clusters of themes that are common to all participants; referring these clusters to the original for validation and confirming consistency between the investigator's emerging conclusions and the participants' original stories; not giving into the temptation to ignore

data which do not fit or prematurely generating a theory which conceptually eliminates the discordance in findings thus far.

5. Integrating the findings into comprehensive description of the phenomenon being studied. Employing a self-imposed discipline and structure to bridge the gaps between data collection, intuition and description of concepts. Describing includes coding segments of text for topics, comparing topic for consistent themes, and bridging them for their conceptual meanings. Based on this description a prototype and a theoretical model about the phenomenon under investigation formulated
6. Validating the findings by returning to some participants to ask compares with their experiences,
7. Incorporating any changes offered by the participants into the final description of the essence of the phenomenon.

Essentially, the qualitative research has to demonstrate trustworthiness, credibility, dependability, and conformability in providing rigor and strength in all stages of data collection, data analysis and description and should be undertaken throughout the study process (Speziale & Carpenter, 2007).

According to Creswell (2009), additional checking for coding process and analysis must also be applied by getting an external auditor who will review the whole process of the study. Lastly, cross checking of the whole analysis process was done by the research adviser.

Role of Researcher

The researcher collected all the necessary literatures for the study and asked the permission of the authorities to conduct the study at DWNHS. While asking for the permission, the researcher validated her structured interview questionnaire through the help of three experts.

The researcher gathered the data of the alumni batch 2015-2016 and sent them letters/messages through social media accounts asking them if they are willing to be part of the study. Those who were willing were scheduled according to their most convenient time for the interview.

After the interview, the researcher transcribed all the data that had gone through the process of data analysis. The researcher clustered and integrated these into themes and passed them to experts for verification.

Finally, the researcher developed strategies in choosing a career in Senior High School.

As a result, the study was shared to the to the school administrator to help improve the career guidance program of their institution. Giving back the achievement of success to the communities and institutions is one of the values that can be shared and embraced (Paliwal, 2015). Also, the researcher had planned to submit a copy to the Division of Dasmariñas under the Department of Education for any help it could give for the benefit of the students. Lastly, the researcher passed a copy for the publication of journals.

Methods of Validation

In validating the findings of the research, the researcher followed the process. To do this, first, the researcher sent letters to the experts. Three experts were asked in validating the themes in structured interview in which she discussed the context, insights and perceptions for the study. Secondly, the experts reviewed and revised the necessary information or structure of the themes and coding. Finally, the researcher with the experts finalized the themes and coding of the interview.

Ethical Considerations

The researcher guaranteed to follow the ethical standard in conducting research. She sought for the approval of the school principal for her to gather necessary documents from the alumni of S.Y. 2015-2016. Upon the approval, the researcher disseminated the letter of consent to the participants about their involvement and interview for the study. The researcher ensured that all information was kept with confidentiality.

Prior to the implementation of the study, the researcher developed interview questionnaires that is in no way offensive to the participants, and at the same time accurate to extract the significant information needed from them. The interview questionnaires were evaluated by the experts.

Value and respect were maintained during the study. The participants were advised of their right to voluntarily participate and freely ask questions regarding the study conducted.

Chapter III

Finding and Discussion

This chapter deals with the presentation, analysis and interpretation of the lived experiences of Senior High School students in career choice. The respondents' experiences in choosing career and the characterization of career exploration were presented in themes that best describe their experiences.

Using phenomenological approach, data were gathered among 30 pioneer SHS students of DWNHS, batch 2015 – 2016. In this study, they were provided with opportunities to talk about their experiences in choosing their tracks and strand for SHS through the use of face-to-face interview. Themes were identified, validated and consolidated to finalize themes following Colaizzi's Phenomenological Method. Super – Career Exploration theory shows the career exploration of the Senior High School participants. Moreover, the strategies of career choice were the output of the study.

The Experiences of SHS in Choosing a Career

Thinking and picking a career may seem overwhelming with the thousands of careers to choose from. It is a monumental task to decide on what to do for the rest of your life. Meeting the challenges of choosing a career is a developmental milestone in adolescents' lives. One of the turning points in high school is in choosing a career, this decision plays a major role in establishing the youth in a career path that opens as well as closes opportunities. Their choices are influenced by many factors, including their interest, aptitudes, values and personality type (Ferry, 2006).

From the in-depth interviews with the Senior High School students, three themes on the distinguished experiences in making a career choice were identified. The themes with regards to choosing career experience are presented in table 1.

First Theme	Descriptions	Sample Statements
Seeking Career	The participants actively seek information about the SHS and able to express career choice tentatively and decide on what tracks and strand to enroll in.	

Thinking – able to express career choice in SHS tentatively.	The participants' junior high school experiences and gain understanding were the basis of the participants to have tentative choices on what tracks and strand to choose in SHS	Participant 6 “... <i>Ahm parang dun po ano eh may mga nakilalala po kasi ako dun na teachers na naging reason kung bakit nag push po ako ngaun kasi nainspire po ako sa kanila</i>” (I have known several teachers in that track and strand. They became my reason and inspiration to pursue.) Participant 7 “...<i>feeling ko po madali kasi parang ano parang communication ganyan mga social sciences yung pinaguusapan kaya feeling ko mapapadali lang saken to kaya yun na lang yung kinuha ko.</i>” (I felt that it is easy because it is all about communication and social sciences. That is why I chose this because it will be easier for me.) Participant 26 “...<i>nakita ko po yung mga subject ng STEM andame pong MATH ska yung ABM so nagbackout po ko kaya nag HUMMS po ako . pero kaya rin naman po ako nag HUMMS kasi may purpose rin po kasi ahm yung una po I’m an aspiring broadcaster tapos po pede ding English teacher pero bumagsak po sa Psychology, yun po.</i>” (When I saw the subjects included in STEM, there are so many math related subjects. It is the same with ABM. That is why I chose HUMMS. But I chose HUMMS
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		because I also want to be a broadcaster or English teacher but I ended up in Psychology. That's it.)
Deciding – specifying career choices oriented thru realities and facts	The participants already narrowed their choices and enrolled in their chosen tracks and strand in SHS	Participant 3 “...<i>Siguro yung ano yung turo ko na sig yung biology class na teacher namin kasi meron kaming hands on activity nun tungkol sa dugo parang ano kami aalamin namin yung blood type namin tas yon medyo na ano kami nagkaron kami ng curiosity na naencourage kami mag-aral pa lalo tungkol sa mga bagay kasi nga napaka-extra ordinary ng katawan ng tao yun kaya naencourage kami lahat.</i>” (One factor is our biology class. We had an activity regarding knowing the blood type of a person. I get curious to know more about our body and its extra ordinary things. We were encourage because of it.) Participant 7 “...<i>Junior High siguro yung nakatulong lang saken is inisip ko muna po yung course na gusto ko yung ano bang naging course tapos yung pag po nakaalign naman sya kung ano sa mga tracks na yun kaya siguro napili ko po yung HUMMS kasi gusto ko talaga maging Psych. Tapos ayun dun na lang sa HUMMS kasi sobrang dami rin talagan ano din career na makukuha na parang madali lng mga teachers ganyan</i>” (In

		JHS, I think what helped me is to know what course I really want to take. That is why I chose HUMMS because I want to be psychologist. Also, there are so many career options in HUMMS, like being a teacher.) Participant 16 “...<i>So inisip ko po kung saan ba pasok yung Civil Engineering kaya lang po ano biglang isang araw ay ayoko na neto kasi ang daming math ganyan tapos sa science na subject po namin na encounter po namin yung topic na about sa brain tapos sobrang naging interested ako dun tas tinanong ko si sinabi ko po yun kay Ma'am BB tas sabi niya saken kung gusto ko daw na pagaralan yun mag take daw ako ng Psychology sa college edi sabi ko sige yun na lng ayan tapos ano na nasa kalagitnaan na po ng pag pili ng strand or track na kukunin sa seniorhigh tas inalam ko po kung san pasok yung Psychology tas nalaman ko na HUMMS sya tas ayun po yun yung naging dahilan.” (At first, I wanted to pursue Civil Engineering but I decided not to continue because there are so many math related subjects. In our subject in Science, I got interested in the study of how brain works. My teacher told me that I can learn more if I take psychology</i>
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		in college. That is why I chose HUMMS because I includes psychology.)
Second Theme	Descriptions	Sample Statements
Struggles in Time Management and Changes in the Curricular Requirements	The participants encountered problems in managing their time because there are changes in the requirements set by the curriculum. There were some participants complaining regarding overloading of subjects in relation to the curricular requirements.	
Feeling of being "Guinea Pig"	The participants felt that they were being experimented since they are the first batch of students who undergone the Kto12 curriculum. Trial and error were done and a lot changes were	<i>Participant 1 "...kami yung pinaka na pag experimentohang ahmmm school year po kasi halatang halata naman..."</i> (We were the batch that was the first to undergo this curriculum. We felt we were being experimented on.) <i>Participant 6 "...ginawa po kaming guinea pig ng ano ng gobyerno na pag di pa naman po pala ready sa lahat ng aspeto..."</i> (We were like

	made during the two (2) year program.	guinea pig of the government. The government is not ready to implement this.) <i>Participant 9 "... kami po yung first batch, sa amin po talaga yung experimental po..."</i> (We were the first batch and were are the experimental batch.) <i>Participant 11 "... nagtetest sila na kung ano po ba yung maganda o hindi o kung maganda ba yung result nito sa senior highschool..."</i> (They are testing if it is good or the results of SHS will give positive remarks.) <i>Participant 16 "...naging tester, so yun, naging kami muna yung ayun experiment...kung ano bang magiging outcome ng pag implement ng senior high. (We were like "testers". We were experimented on what will be the outcome of the SHS.)</i> <i>Participant 17 "... hirap kasi maam parang naging experiment kami..."</i> (It is hard for us because we felt we were being experimented on.)
Adjustment Difficulty	The participants shared that they had a hard time finishing the required academic	<i>Participant 2"...nakakapressure na po kasi sabay sabay na po yung mga pinapapasa yung research..."</i> (We are pressured with so many researches to submit.)

	performance and outputs, especially those that have one or more research projects. <i>Participant 14 "...umpisa pa lang po syempre hindi po kami prepared nung mga time na yun na maencounter yung mga iba't ibang subject."</i> (At first, we were not prepared. We are not ready with new and different subjects.) <i>Participant 16 "...pinag sabay sabay po yung po yung research, sabay sabay yung science tapos may mga math po na pagsabay sabay nila kaya parang hirap po ihhh ano ng utak..."</i> (Everything is happening at the same time. There are so many researchers in science and math. It was hard.) <i>Participant 17 "... tatlo po yung research namin nun parang sabay sabay nila kaya dun po kami nahirapan. (We have three researches that time. It was not easy because it is on the same time.)</i> <i>Participant 18 "... nagtake kami ng dalawang subject na thesis tapos so it means isa isang sem meron lang ilang months na need matapos yun..."</i> (We took two subjects with thesis. We need to submit it in one semester only.)
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Overloading Subjects	Most of the subjects in the curriculum required the students to finish it in just a short span of time.	<i>Participant 2 "...dami pong work load, grabe, ang dami pong pinapagawa samen halos sabay sabay po..."</i> (We have so many workload. There are so many tasks and activities happening at the same time.) <i>Participant 5 "...nahirapan po kami i-manage yung tulog namin tsaka yung i-balance yung studies kasi tatlo po yung research namin nun parang pinag sabay sabay nila kaya dun po kami nahirapan."</i> (We were having a hard time managing our sleeping schedule and balancing our studies because we have three subjects with research. It was really hard because it is happening at the same time.) <i>Participant 6 "...Mahirap lang po kasi more on memorizations, more on role playing saka kailangan po talaga mag public speaking...mahirap po kasi yung ibang teachers walang consideration ganun."</i> (It was hard because there are so many memorizations, role playing, and public speaking. Some teacher do not have consideration in their subjects.) <i>Participant 7 "...mahirap lang po yung schedule namin kasi nung</i>
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		<i>grade 11 saka ngayong grade 12 ano po kami 7am to 7 pm pag uwi namin assignment tas gigising po ng maaga."</i> (It was hard because our schedule during Grade 11 and 12 is from 7am to 7pm. We still have assignments when we go home and we need to wake up early int eh morning.) Participant 9"... you need to memorize some words even though your not familiar..." <i>Participant 11 "pinakanahirapan ako maam sa time management kc irregular student ako..."</i> (I cannot manage my time because I'm an irregular student.) <i>Participant 12 "Naexperience ko po dun yung sa ayun nga po yung pagkakabisado ng mga recipe na magkakabisado ka araw araw ng 12 na recipe para lang sa lulutuin mo ..."</i> (I have experience that you have to memorize twelve recipes in one day.) <i>Participant 13"... pag gawa ng research ganun syempre po di naman po kami ready dun kasi alam po namin pag college pa un..."</i> (We are not ready in doing researches because that is for college already.)
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Third Theme	Descriptions	Sample Statements
Satisfaction of Learning Vital Things	The participants shared that they learned a lot of things during their SHS days because it helped them hone their potentials and capabilities to prepare them for the challenges in tertiary education.	
Essential Foundation for College	The participants saw the K to 12 subjects as preparatory step for college.	<i>Participant 1 "... maganda po kasi yung sa STEM... nadedevelop na yung mga learning na hindi pa namin natutunan... maganda ang senior high kasi hindi na kami mabibigla pagdating ng college kasi na experience na namin..."</i> (STEM is good because it helps me understand more and be prepared in college because we have experience it already in SHS.) <i>Participant 2 "... behind the stress po is na max po yung potential talaga namin..."</i> (Our potentials have been maximized despite the stress.) <i>Participant 4 "...yung mga sharing dun... about po talaga... dun sa human behavior... sa senior high</i>

		<i>school natuto kami maging mature... dapat malawak yung pag-iisip mo..."</i> (The sharing and discussion about huma behavior in SHS taught us to be more mature.) <i>Participant 15 "... stepping stone nila for college ayun na yun, magiging advantage yun para sa kanila ayun po. (It is our stepping stone in college. This will be our advantage.)</i>
*Bringing-out the best for College Preparedness	The challenges that the participants encountered in SHS helped them to become better and be prepared for the trials and opportunities in college.	<i>Participant 3 "... nagkaroon kami ng curiosity na naencourage kami mag-aral pa lalo.." (We are being curious and encouraged to learn more.)</i> <i>Participant 7 "...marami po kaming mga seminar ganun kaya katulad po ng OJT... mas lalo akong natuto dun sa kung ano kukunin kong course sa college." (We have many seminars like OJT. We have learned so many things especially on my course in college.)</i> <i>Participant 12 "Katulad po nun, ... nag immersion po ko sa shakeys.. Yung shakeys po yung nagbabayad samen kada every day po na papasok kami sa kanila..." (My work immersion in Shakey's is paying us with allowance every day.)</i> <i>Participant 14 "...advance lessons po yung natututunan namin na tinuturo</i>

		<i>lang sa college pero natuturo samin sa senior high." (In SHS, we are being taught of advance lessons.)</i> <i>Participant 17 "sobrang relief na parang dumating ka ng college kapat nagkaroon na kayo ng title defense nyo sa thesis nyo parang magiging madali na lang siya maam kasi nagkaroon na kami ng background eh yun.. (It was a relief to know that when we are in college it will be easy for us to do research and thesis because we have experience it in SHS.)</i> <i>Participant 23 "... beginning siya ng college yun maam ano tinitrain kami kung ano ba talaga yung magiging buhay namin sa college..." (We are being trained in SHS on what will happen in college.)</i> <i>Participant 25 "... kasi sa senior high naman hindi pa naman talaga yun yung kukunin mo for college bale dun nga natin malalaman kung ano ang gusto mo talaga at dapat ipursue, kasi dun ipaparanas sayo... ipaparealize kung para saan ka..." (In SHS, you will really know what you want to pursue in college. You will realize it along the way in your SHS.)</i>
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The describe experiences of the participants were: Seeking Career, Struggles in time and changes, and Satisfcation of Leaning Vital Things (SSS).

SEEKING CAREER

Making a career decision is difficult at any stage of life. Preparing for a career is an important task in adolescence. Since the program of the K to 12 is new in the Philippine setting, the junior high school were contemplating on what the SHS is all about. They begun to explore and gather information about the different tracks and strand that the SHS is offering. They believe that getting the right career would be a way to have a better life and succeed in the future. Students' career success can be best attained if the right course suited to their personality, ability and intellect serves as their guide in choosing the course they are to take in college (Snieder, 2010).

During the SHS age, the impressions of abilities and talents are still being formed, the skills at which they excel and at which they do not. Thus, during this age, tentative career choices are being formed.

Initially, this process draws a range of career options by narrowing the choices using the gathered information by establishing priorities, eliminiating less desirable

alternatives and forming an understanding of self, a set or prioritized values that will be used as basis for making career decisions (Barrett & Tinsley1977).

The SHS students' experiences were explored career choices and goes through process of thinking by expressing their choices tentatively based on their gained understanding from the relevant information they gathered.

*** Thinking**

Participant 1 *“...ahh yung sa TLE, nag under po kami ng tech draft parang medyo nagging medyo natuwa naman po ako nung ginagawa yung process kaya medyo mas na convince po ako na mag stem ako ngayon kasi parang ahhh na nabuo ko na yung decision ko na gusto ko tlagang maging civil engineer .”* (Yes. It is in TLE subject. We had a lesson on Technical Drafting and I enjoyed it. That is why I decided to go to STEM because I want to be a Civil Engineer.)

Participant 3 *“...Pumili ako ng track and strand depende sa gusto ko saka yung hilig ko saka kung meron ka ng background dun sa pipiliin mong strands saka tracks para ano mas mapadali yung pag pili mo sa ano sa track and strands na yun pero kung wala ka namang knowledge dun mahihirapan ka lang mag ano pag nagaral dun mahihirapan ka pag dapat ganto na lang kinuha ko kasi dun ako magaling so ayun yung way ko ng pagpili ng tracks and strands...”* (I chose the track and strand depends on what I like. Also, my choice is dependent on the track and strand in which I already have a background. This helps me because of you have knowledge about that track and strand, it will be easy for you. Also, I know that I'm good at that track and strand that is why I chose it.)

Participant 4 “...may mga kinonduct po yung west na career program po dun sa school tapos po yung mga dapat po pagka pipili ng strand na kukunin mo dapat interesado ka talaga tsaka yung alam mo para di ka mangangapa pag nag senior highschool ka na.” (The DWNHS has conducted career program for us. This help us choose what strand are we going to take. You should take the strand which you really like and interested with. Also, take the strand which you have background information so that you will not be groping in SHS.)

Participant 6 “... Ahm parang dun po ano eh may mga nakilalala po kasi ako dun na teachers na naging reason kung bakit nag push po ako ngaun kasi nainspire po ako sa kanila”. (I have known several teachers in that track and strand. They became my reason and inspiration to pursue.)

Participant 7 “...feeling ko po madali kasi parang ano parang communication ganyan mga social sciences yung pinaguusapan kaya feeling ko mapapadali lang saken to kaya yun na lang yung kinuha ko.” (I felt that it is easy because it is all about communication and social sciences. That is why I chose this because it will be easier for me.)

Participant 10 “...: Nagustuhan ko po yung ABM kasi mas alam ko po na kaya ko ahh kaya ko po i-handle yung sa sabihing math kasi mas favorite ko po yung math kesa sa ibang subject. Mas kaya ko pong ihandle yun kesa ibang track.” (I liked ABM because I know I can handle it, especially Math. Math is my favorite subject among others. Because of this, I know I can handle this track.)

Participant 11 “...Ahh yung gusto ko po kasing course is ano ahh Psychology so related po sya dun sa HUMMS so ano kasi ahhh Christian kasi po ako so

yung pagiging Psychologist is ano po parang di ko lang po sya i-ttake as work and ano po parang guston kong i-take sya as ministry yung ano na yun then yun marami po kasing nagsasabi saken na maganda naman yung maganda yung ano yung Psychologist and yung connection nung Humanities and Social Sciences dun sa Psychologist kaya yun po yung napili ko.” (I want to pursue Psychology and it is related to HUMMS. I am a Christian and being a psychologist will not just help me at work but also in my ministry at Church. Many people told me that being a psychologist is good. I chose HUMMS because it is connected to Psychology)

Participant 14 *“...magagaling na po yung mga nagtuturo po nung siguro po mga grade 5 na ko nun tapos ngayong juniorhigh po yun po na gustuhan ko po yung ano math kaya po nag ABM po ako accountancy.” (My Grade 5 teachers were really good in teaching. Also, during JHS, I liked math that’s why I chose ABM because it includes accountancy.)*

Participant 17 *“...Yung HUMMS naman po at first po kasi talaga ahmm gusto ko na po talaga kunin na course in college is under po sya ng track na HUMMS kaya HUMMS po yung kinuha ko...”(HUMMS is my first choice because the course that I want to take in college is under the track of HUMMS that’s why I chose HUMMS as my track.)*

Participant 18 *“...hmmmm.. una po yung family ko ahhh.. kinausap ko po sila kung ano po yung ano .. yung gusto nila para saken.. ayun.. pero sabi nila masaya naman po sila yung ano man po yung pipiliin ko so un po pinili ko po is Education, gusto ko po kasi maging teacher bukod sa tita ko na teacher din siya sa special child un kaya medyo na pursige ako mag HUMSS student na lang,” (First is my family. I talked to them regarding my choice and what is the track and strand they want for me. They told me that whatever my decision, they will support and will be happy about it. So, I chose Education. I want to be a teacher. My aunt is a teacher in special education. She is my inspiration that is why I chose HUMMS.)*

Participant 21 “...Ano po bale nakatulong po saken yung mga ginagawa po naming activities per subject tapos tinignan ko po kung ano yung mas malapit po sa saken o yung mas gusto ko po tapos pinansin ko po kung yung gusto ko po ba yun kung ayun din po ba yung susundan ko po pag nag seniorhigh po ako.” (The activities in our classes help me decide on what track or strand. I thought of what is closer or easier for me. I thought of what I want and what I really like to pursue in SHS.)

Participant 22 “...Ah unang una po ah pangarap ko po talagang magturo at pasok po sya sa strand na HUMMS kaya yun po yun kinuha ko.” (First, my dream is to teach and it is part of the strand if HUMMS that is why I chose it.)

Participant 23 “...Ahmm may yun po kasi ma'am yung hilig ko talaga eh mahilig po ako sa mathematics yun tapos ahm nung nag ano na po ko nag enroll na po ko sa main hinde ko po sya nakuha kasi ahm naubusan ng slot.” (I like mathematics but when I enrolled there are no slots available.)

Participant 24 “...mahilig ako mag makipagcommunicate sa ibang tao mahilig ako mag anong tawag dito mag mangyaya ganun tapos ano yung sa mother ko tas sa sa grandmother ko ano business po talaga yung ano nila eh sabi nila mukha daw akong pera kaya ano tawag dito bat naisip ko na iapply ko yung ano yung kung ano yung ano ko kung ano yung nararanasan ko kung ano yun ginagawa ko dun sa pag pasok ko baka magamit ko sya saka ano nagiisip din ako ng business what if magbusiness ako ganun marami akong pangarap kaya siguro naisip ko na yun yung I took ko yun.” (I like communicating with different people. I like convincing people. My mother and grandmother told me that I can use and apply it for business. Maybe that is why I chose it because I know that I can use it when I have business.)

Participant 26 “...nakita ko po yung mga subject ng STEM andame pong MATH ska yung ABM so nagbackout po ko kaya nag HUMMS po ako . pero kaya rin naman po ako nag HUMMS kasi may purpose rin po kasi ahm yung una po I’m an aspiring broadcaster tapos po pede ding English teacher pero bumagsak po sa Psychology, yun po.” (When I saw the subjects included in STEM, there are so many math related subjects. It is the same with ABM. That is why I chose HUMMS. But I chose HUMMS because I also want to be broadcaster or English teacher but I failed in Psychology. That’s it.)

The experiences of the participants show that they have undergone the process of thinking or analyzing. They had tentative career choices based on their interests, abilities, values and life-experiences. The participants had their own career preferences for SHS, this tentative decision later pushed them to pursue their chosen tracks and strand in SHS. Based on the statements above, participants 3,4,7,11,17,20,21,23,26 stated that they have faltering choices in SHS but they converted this generalized preferences into a specific choice – they decide on what track and strand to pursue. Participants in this process used their life-experiences to narrow career options to finally decide on what to take in SHS.

*** *Deciding***

Adolescents begin to mature according to their time perspective. Here, they become aware of the increasingly career activities that they need to perform across the adult life span. Furthermore, they become more sensitive to the reality that they may be faced with the need to make life-altering decisions in terms of career choices (Clopton, 2014).

Young people typically begin to integrate an understanding of their likes, dislikes, and abilities and on their own and society's values into a coherent self-view during the late teens and early 20s. They make tentative choices of career paths based on their two or three most strongly held interests and devise tentative plans that allow them to test the wisdom of their choices (Bocknek, 2010).

As SHS students gain reality information, they begin to identify and recognize the activities that interest them, thus, their desire to avoid activities they dislike cause them to begin limiting their choices. Also at this age, they begin to have more independence of action and make concrete steps toward realistic decisions as they assume greater responsibility for their career decisions (Butterworth & Harris, 2002).

The statements that follow were the experiences of the participants as they pursue to decide what tracks and strand to follow in SHS.

Participant 3 “...*Siguro yung ano yung turo ko na sig yung biology class na teacher namin kasi meron kaming hands on activity nun tungkol sa dugo parang ano kami aalaman namin yung blood type namin tas yon medyo na ano kami nagkaron kami ng curiosity na naencourage kami mag-aral pa lalo tungkol sa mga bagay kasi nga napaka extra ordinary ng katawan ng tao yun kaya naencourage kami lahat.*” (One factor is our biology class. We had an activity regarding knowing the blood type of a person. I get curious to know more about our body and its extra ordinary things. We were encourage because of it.)

Participant 4 “...*Yung una po syempre mahirap pero nung kinalaunan naman po kasi ng gusto ko din ng gusto ko po yung HUMMS kasi po ano yun po yung mga sharing dun tas yung about po talaga sya sa may pagaaralan po kayo dun human behavior yung mga ganun po eh yun naman po yung mga gusto ko kya hinde naman po ganun mahirap yung una lang po mahirap kasi po yung mga kaklase mo syempre pakikisama yun lang nman po yung mahirap pero yung ano naman po subjects hinde naman po ganun.*” (At first, it is hard but as time went by, it became easier because I really like HUMMS. I like the sharing and discussions about human behavior. It was challenging at first because most of us are new to it but the subjects are not hard.)

Participant 5 “...*hinde na ko masyadong nahirapan po kasi parang since I was in grade school parang alam ko na future educator talaga yung gusto kong mangyari sa buhay ko. Kaya parang nung nagkaroon ng some activities para i-sure yung mga student kung anu ba talaga yung i-ttake nila in senior high hinde na ko masyado nahirapan kasi yun nga sigurado na ko na education.*” (I did not struggle because during my grade school, I know that I want to be an educator. During an activity of knowing what track and strand I want to take in SHS, I did not hesitate because I really want to pursue education.)

Participant 7 “...junior high siguro yung nakatulong lang saken is inisip ko muna po yung course na gusto ko yung ano bang naging course tapos yung pag po nakaalign naman sya kung ano sa mga tracks na yun kaya siguro napili ko po yung HUMMS kasi gusto ko talaga maging Psych tapos ayun dun na lang sa HUMMS kasi sobrang dami rin talagan ano din career na makukuha na parang madali lng mga teachers ganyan”. (In JHS, I think what helped me is to know what course I really want to take. That is why I chose HUMMS because I want to be psychologist. Also, there are so many career options in HUMMS, like being a teacher.)

Participant 8 “...Yung pagkakaalam ko po kasi ano napili ko po yung ABM kasi po sa mga kaibigan ko kasi po ano ABM din po sila so mag ABM din ako pero nung nakausap ko po yung family ko na kung ano daw po kukunin ko kung ano daw po ba talaga gusto ko kung ano naisip ko din po na mag ABM na lang kasi yung may side po kasi kami sa family na nagttrabaho po sa banko yung parang inisip ko kagad po yung future ko para makakuha po agad ng trabaho ganun po.” (I chose ABM because my friends are also taking ABM. But when I talked to my family on what will I choose, I still decided to continue with ABM because most of my family members are working at the bank. I chose it because this might help me get a job after graduation.)

Participant 11 “...Siguro po ano yung experience ko nun medyo nahirapan po ako kasi nung una po yung sa financial kasi lahat ng school na napupuntahan ko may bayad and yung family ko walang kakayahan ng ganung school so naghanap ako ng school na walang bayad and pinaavail nila yung voucher then yun nakita ko yung senior na nagaavail sila ng voucher na wala ng top-up kaya yun po yung napili ko.” (It was hard for me because our family has financial problems. We don’t have capacity to pay for my schooling. That is why we are looking for a school offering free education or we can use the SHS voucher in a school without top-up.)

Participant 12 “...Ahm naano po ako nyan kasi nung sa juniorhigh pa, juniorhigh school pa lang po ako parang naanuhan po kasi ako ng parang gusto ko po talagang magluto kasi yung teacher ko po sa TLE na si Ma’am

*C**** po yung nagudyok talaga sken na i-push ko po talaga yung pagluluto kasi siya po yung nagbigay saken ng mga guide na kelangan mo gawin to para sa future ko nga daw po yun.” (During our JHS, my teacher in TLE, Mrs. C****, encouraged me to pursue cooking and other related to TLE because this will help me in the future.)*

Participant 16 *“...So inisip ko po kung saan ba pasok yung Civil Engineering kaya lang po ano biglang isang araw ay ayoko na neto kasi ang daming math ganyan tapos sa science na subject po namin na encounter po namin yung topic na about sa brain tapos sobrang naging interested ako dun tas tinanong ko si sinabi ko po yun kay Ma'am BB tas sabi niya saken kung gusto ko daw na pagaralan yun mag take daw ako ng Psychology sa college edi sabi ko sige yun na lng ayan tapos ano na nasa kalagitnaan na po ng pag pili ng strand or track na kukunin sa seniorhigh tas inalam ko po kung san pasok yung Psychology tas nalaman ko na HUMMS sya tas ayun po yun yung naging dahilan.” (At first, I wanted to pursue Civil Engineering but I decided not to continue because there are so many math related subjects. In our subject in Science, I got interested in the study of how brain works. My teacher told me that I can learn more if I will take psychology in college. That is why I chose HUMMS because it includes psychology.)*

Participant 17 *“...First po ano ahh accessibility po kasi malapit po sya sa bahay ng tita ko tapos parang pwede po doon na lng ako mag stay tapos next is family din po. Kasi parang sinabi yun nga po gawa ng accessibility kay sinabi nila na dun na lang po ako.” (First, the school is accessible from my aunt's house. I can stay there while studying. Also, my family helped me in deciding about it.)*

Participant 20 *“...Ah kasi po ano actually yung HUMMS po talaga dapat itake ko Ma'am kaso po ahh yung family ko po is yung ate ko mismo nagsabi na nagsabi sya saken na mas maraming opportunities pag nag STEM ako pag take ng STEM ang tinake ko sa senior highschool yun.” (I actually want to take HUMMS, but my sister told me to take STEM. There are many opportunities in STEM according to my sister.)*

Participant 21 “...Siguro po yung ginawa po namin sa TLE po yung related po kasi siya sa tech draft which is pwede po syang kumuha sa maging architect or maging engineering bale hinde naman po masyadong nakapagimpluwensya po saken yung mga kaibigan ko po o yung teacher po yung gusto ko lang po talaga.” (In our TLE, we have technical draft which I can use in architecture or engineering. My friends and teachers were not that influential in my choices.)

Participant 23 “...Ahm yung finances po ahm ang sabi po kasi sameng una wala daw po kaming babayaran ganun tas yung nag ano ano yun nag inquire na po kami ahm dun po lumabas yung mga ano na may babayaran po kami ganyan tas yung pinaka minimum daw po na nagiging project nung bata is P500 tas yung pinkamataas ata po ma'am yung P1,500 ganun.” (Finances. At first, they told us that there will be no collections not after we further asked them. They told us that there will be project that we have to pay ranging from P500.00 to P1,500.00.)

Participant 26 “...: Ahm when I was in grade 10 my teacher told me that choose the best course or choose the best strands for us kasi di po madali mag syempre po senior high pa lang kami pangit naman daw po yung mag aano daw po kami mag sshift po...” (When I was in grade 10 my teacher told me that choose the best course or choose the best strand for us because it will be challenging for us to shift along the way.)

Participant 27 “...: Ahm yung ano po nung grade 10 po ako ah nung nag ddrafting po dun sa sa ano subject po nang dating TLE po ng grade 9 dun po narealize ko po na bagay po ako sa STEM kasi po gusto ko po yung MATH tapos yung pag ddrawing.” (When I was in Grade 10, we have a drafting lesson in TLE. When I was in Grade 9, I have decided to pursue STEM because I like Math and drawing.)

Participant 28 “...During junior highschool po kasi diba parang marami pa pong contest and competitions so parang dun po kasi na enhance na yung parang yung ability na ability ko sa math and science especially pag may quiz bee or math challenges so parang dun ko na develop kasi yung hilig ko parang dun sya nagsimula na parang nilalaban ko why not i try tas nagustuhan ko po sya so yun po naging parang isa sa mga factor kung bat

ako nagconsider ng STEM in choosing yun in choosing SHS.” (During JHS, there are so many contests and competitions. During those times, my ability and understanding in math and science were enhanced especially during quiz bee or math challenges. That is why I considered choosing STEM in SHS.)

Participant 30 “...*Ahm una kasi gusto ko talagang ah gusto ko mag pari then ahh in that time ahm syempre medyo magulo then I’m waiting for the result ahh kasi ahh una nag ahh nag entrance exam ako sa seminary” (I wanted to be a priest before but I’m still confused. I’m still waiting for the results of my entrance examination in the seminary.)*

The application of personal experience to seek the career path for a given occupation allows you to combine logic, reasoning and intuition to bring forth the best option for that career decision. The career choice decision is also difficult not just because of the range of career options available to an individual in the current environment, but having an adequate understanding and deciding of a career you will be getting in. In self-exploration one explores one’s own interests, experiences and values to understand one’s own need and calibre for the career match (Zikic and Richardson, 2007). The participants describe their career choice by having tentative choices for SHS and finally decide on what tracks and strand to enroll.

Struggles in Time Management and Changes in the Curricular Requirements

Aspects of our lives are going to change whether we like it or not. We age, lose loved ones, change school, change course or change career. The element of the unknown often rears its head in a search for the right career choice. The great part about change is our ability to learn and grow as a result of having to adapt. Change is really the only one thing that is constant in this world. Our struggles with the changes in our life may seem burdensome but accepting and learning from it would be the greatest lesson of all (Pope, 2009). The SHS also experience struggles while they are in the senior high school. The struggles they had faced were the feeling of being the experimental batch, the adjustment to sudden change in school and the overloading subjects.

**** Feeling of being a Guinea Pig***

Participant 1 "...kami yung pinaka na pag experimentohang ahmmm school year po kasi halatang halata naman..." (We were the batch that was the first to undergo this curriculum. We felt we were being experimented on.)

Participant 6 "...ginawa po kaming guinea pig ng ano ng gobyerno na pag di pa naman po pala ready sa lahat ng aspeto..."(We were like guinea pig of the government. The government is not ready to implement this.)

Participant 9 "... kami po yung first batch, sa amin po talaga yung experimental po..."(We were the first batch and were are the experimental batch.)

Participant 11 "... nagtetest sila na kung ano po ba yung maganda o hindi o kung maganda ba yung result nito sa senior highschool..."(They are testing if it is good or the results of SHS will give positive remarks.)

Participant 16 "...naging tester...wow... tester, so yun, naging kami muna yung ayun experiment...kung ano bang magiging outcome ng pag implement ng senior high. (We were like "testers". We were experimented on what will be the outcome of the SHS.)

Participant 17 "... hirap kasi maam parang naging experiment kami..."(It is hard for us because we felt we were being experimented on.)

Participant 21 "...maam parang kami naman yung parang unang pinag experimentuhan..."(We were like the first batch being experimented on.)

Participant 23 "... parang ginawang testing point ginawang ano yun basta test lang kami..."(It is like a testing point. We were the test.)

Participant 24 "... parang nasa ano kami experimental stage kami kumbaga inaano pa tawag nito tinatry pa nila kung effective..." (We are the experimental stage. They are like doing trial and error.)

Participant 28 "... masyado po kasi po bago yung curriculum namin so parang testing po yung lalo na po kami na first batch so parang test test lng po ganyan..."(The curriculum is very new. So, it is like on testing stage and we are the first batch.)

Participant 29 "...kami yung parang pinaka experiment so hindi po namin alam kung magiging effective ba..."(We are the experiment and we don't know if this will be effective.)

Participant 30 "...nag-experiment pa lang sila kasi nga first time nila nagkaroon ng senior high school... (They are experimenting because this is the first time that they will implement SHS.)

*** Adjustment Difficulty**

Participant 1 "... biglang my kulang pala na subject tapos nagulo lahat ng schedule... nakasanayan na namin yung schedule biglang nabago... sa amin ang gulo gulo adujst kami ng adjust" (There are lacking subjects so our schedule is always adjusting. It is very confusing. We are always adjusting.)

Participant 2 "...nakakapressure na po kasi sabay sabay na po yung mga pinapapasa yung research..."(We are pressured with so many researches to submit.)

Participant 4 "... una po syempre mahirap pero nung kinalaunang naman po kasi nagustuhan ko na yung HUMMS..."(At first it was hard, but I learned to like HUMMS.)

Participant 5 "...medyo nahihirapan sa pag-aadjust sa mga environment pero habang tumatagal nakakacope-up naman po..."(It was hard adjusting in the new environment, but I was able to adjust eventually.)

Participant 9 " I have not able to submit it on the right time."

Participant 11 "...nakakalito nung sa senior highschool kasi yung iba teachers nag-treat sa amin as college then yung iba naman po treat sa amin ay highschool... hindi ko na manage yung time ko ... medyo hindi maganda yung grades na nakuha ko..."(SHS is confusing. Some teachers treat us like we are college students, while others treat us like high school student. I cannot manage my time. Also, my grades are not good.)

Participant 14 "...umpisa pa lang po syempre hindi po kami prepared nung mga time na yun na maencounter yung mga iba't ibang subject..."(At first, we were not prepared. We are not ready with new and different subjects.)

Participant 16 "...pinag sabay sabay po yung po yung research, sabay sabay yung science tapos may mga math po na pagsabay sabay nila kaya parang hirap po ihhh ano ng utak..."(Everything is happening at the same time. There are so many researchers in science and math. It was hard.)

Participant 17 "... tatlo po yung research namin nun parang sabay sabay nila kaya dun po kami nahirapan. (We have three researches that time. It was not easy because it is on the same time.)

Participant 18 "... nagtake kami ng dalawang subject na thesis tapos so it means isa isang sem meron lang ilang months na need matapos yun..."(We took two subjects with thesis. We need to submit it in one semester only.)

Participant 22 "...pinagsabay sabay po yung research, yung science tapos may mga math po na sabay sabay nila kaya parang hirap..."(Researches in math and science were happening at the same time and it was hard for us.)

Participant 24 "...sabi po dalawa lang yung research namin intead of tatlo per nung ng januaray sabi po tuloy yung pang 3 na research... nag cram po na matapos un.." (They told us that we have only two researches, but on January they told us that it will be three. We are cramming to finish it.)

Participant 29 "...nung grade 12 kasi dun parang sa isang sem nagtatake kami ng dalawang subject na thesis tapos so it means sa isang sem meron lang ilang months tapos kelangan namin matapos yung dalawang thesis na yun sa same deadline..."(During grade 12, we are taking two subjects with thesis in just one semester. We need to submit it in just several months. The submission of the thesis have the same deadline.)

*** Overloading subjects**

Participant 2 "... dami pong work load, grabe, ang dami pong pinapagawa samen halos sabay sabay po..." (We have so many workload. There are so many tasks and activities happening at the same time.)

Participant 5 "...nahirapan po kami i-manage yung tulog namin tsaka yung i-balance yung studies kasi tatlo po yung research namin nun parang pinag sabay sabay nila kaya dun po kami nahirapan." (We were having a hard time managing our sleeping schedule and balancing our studies because we have three subjects with research. It was really hard because it is happening at the same time.)

Participant 6 "... Mahirap lang po kasi more on memorizations, more on role playing saka kailangan po talaga mag public speaking... mahirap po kasi yung ibang teachers walang consideration ganun." (It was hard because there are so many memorizations, role playing, and public speaking. Some teacher do not have consideration in their subjects.)

Participant 7 "... mahirap lang po yung schedule namin kasi nung grade 11 saka ngayong grade 12 ano po kami 7am to 7 pm pag uwi namin assignment tas gigising po ng maaga." (It was hard because our schedule during Grade 11 and 12 is from 7am to 7pm. We still have assignments when we go home and we need to wake up early in the morning.)

Participant 9 "... you need to memorize some words even though your not familiar..."

Participant 11 "pinakanahirapan ako maam sa time management kc irregular student ako..." (I cannot manage my time because I'm an irregular student.)

Participant 12 "Naexperience ko po dun yung sa ayun nga po yung pagkakabisado ng mga recipe na magkakabisado ka araw araw ng 12 na recipe para lang sa lulutuin mo ..." (I have experience that you have to memorize twelve recipes in one day.)

Participant 13"... pag gawa ng research ganun syempre po di naman po kami ready dun kasi alam po namin pag college pa un..." (We are not ready in doing researches because that is for college already.)

Participant 14"... yung teacher lalo ka pang pressure kasi kelangan mo ipasa sa gantong araw gantong oras..."(We were pressured by our teacher to submit it in a specific time and day.)

Participant 21 "... minsan nakaka absent po kami ng isang subject just to prioritize po yung research namin..."(We don't attend to other classes just to prioritize our research.)

Participant 25"... talagang gatambak po maam yun ibibigay na gawain parang ibat ibang araw po ng deadline..."(There are so many workload with different deadlines.)

Everything happens in for a reason. The winter always springs and the summer always falls. New beginning and opportunity abounds for those who can weather the storm. The most important thing that we should remember that change is just temporary (Salifu 2000). The participants were the pioneer batch of SHS in the Philippines. The big adjustment were done not just in the students but in the curriculum and teachers as well. The participants felt that they are being experimented because several trials were done and sudden adjustments take effect

to check its effectiveness. Due to this adjustments, the participants had an overloading of subjects that makes them hard to adjust more in SHS. Despite of the challenges faced by the SHS student, this doesn't hinder them to stop their students and to pursue their career.

Satisfaction of Learning Vital Things

According to Elliott and Healy (2017), defined students' satisfaction as a "short-term attitude resulting from an evaluation of a student's educational experience". It can be claimed that students' satisfaction was achieved when their actual experiences or performances met or exceeded their initial expectations.

It has been found that a student's perceptions and experiences during their first college year lay the foundation for future success and graduation (Barefoot 2018). Hence, student evaluations of the social and academic aspects of the college community can provide institutions with important insights into the students' overall experiences. Gone are the days when manual teaching methods and techniques are very useful for student's success. In this technological era, students can get focused learning through smart education techniques. In higher studies, the learners must be

fully satisfied in their field of graduation through deep learning so that they perform well in their professional sector once they graduate. The participants were satisfied on the things that they learned from SHS. They saw it as a foundation for college and the activities that they gone thru brings out their full potential to work harder, achieve success, and persist until graduation.

*** *Essential Foundation for College***

Participant 1 "... maganda po kasi yung sa STEM... nadedevelop na yung mga learning na hindi pa namin natutunan... maganda ang senior high kasi hindi na kami mabibigla pagdating ng college kasi na experience na namin..."(STEM is good because it helps me understand more and be prepared in college because we have experience it already in SHS.)

Participant 2 "... behind the stress po is na max po yung ptential talaga namin..."(Our potentials have been maximized despite the stress.)

Participant 3 "... nagkaroon kami ng curiosity na naencourage kami mag-aaral pa lalo..."(We are being curious and encouraged to learn more.)

Participant 4 "...yung mga sharing dun... about po talaga... dun sa human behavior... sa senior high school natuto kami maging mature... dapat malawak yung pag-iisip mo..."(The sharing and discussion about human behavior in SHS taught us to be more mature.)

Participant 6 "... kailangan po talaga magpublic speaking... yun po talaga nakahuhubog sa amen.." (We are forced in public speaking. This is molding us.)

Participant 7 "... marami po talaga yung activities parang... dapat magkaroon ng communication sa isa't-isa.... yung nagtaining po kami sa

maragondon po... sobrang dami ko pong natutunan...advantagae po... una kaming nakaalam, una kaming nakaexperience..."(There are so many activities. We should have communication with each other. We had a training at Maragondon. I have learned so many things.)

Participant 12 "...pinakahighlight saken yung teacher namin na sobrang mamotivate..."(Our teacher is very helpful and motivational.)

Participant 15 "... stepping stone nila for college ayun na yun, magiging advantage yun para sa kanila ayun po. (It is our stepping stone in college. This will be our advantage.)

Participant 18 "...nakakilala po kasi ako dun ng teacher na naging reason ... para mapush ako ngayon kasi nainspire po ako sa kanila..."(I knew several teachers that became my reasons to push and be inspired.)

Bringing-out the best for College Preparedness

Participant 2 "... behind stress po is na max na po yung potential talaga namin..."(Our potentials have been maximized despite the stress.)

Participant 3 "... nagkaroon kami ng curiosity na naencourage kami mag-aral pa lalo.." (We are being curious and encouraged to learn more.)

Participant 7 "...marami po kaming mga seminar ganun kaya katulad po ng OJT... mas lalo akong natuto dun sa kung ano kukunin kong course sa college." (We have many seminars like OJT. We have learned so many things especially on my course in college.)

Participant 12 "Katulad po nun, nag immersion po ko sa shakeys.. Yung shakeys po yung nagbabayad samien kada every day po na papasok kami sa kanila..." (My work immersion in Shakey's is paying us with allowance every day.)

Participant 13 "Kasi po sa senior high mas may knowledge na ibigay po sa amin..." (In SHS, we are learning more.)

Participant 14 "...advance lessons po yung natututunan namin na tinuturo lang sa college pero natuturo samin sa senior high." (In SHS, we are being taught of advance lessons.)

Participant 15 "... yung senior high ay stepping stone nila for college ayun yun... magiging malaking advantage yun para sa kanila..." (It is our stepping stone in college. This will be our advantage.)

Participant 17 "sobrang relief na parang dumating ka ng college kapat nagkaroon na kayo ng title defense nyo sa thesis nyo parang magiging madali na lang siya maam kasi nagkaroon na kami ng background eh yun.. (It was a relief to know that when we are in college it will be easy for us to do research and thesis because we have experience it in SHS.)

Participant 23 "... beginning siya ng college yun maam ano tinitrain kami kung ano ba talaga yung magiging buhay namin sa college..." (We are being trained in SHS on what will happen in college.)

Participant 24 "...may mga classmate din naman po kami na nagtrabaho na po so feeling ko po job ready na talaga ang mga senior highschool na graduate." (We have several classmates who are already working. I believe, we are job ready if we graduate in SHS.)

Participant 25 "... kasi sa senior high naman hindi pa naman talaga yun yung kukunin mo for college bale dun nga natin malalaman kung ano ang gusto mo talaga at dapat ipursue, kasi dun ipaparanas sayo... ipaparealize kung para saan ka..." (In SHS, you will really know what you want to pursue in college. You will realize it along the way in your SHS.)

Participant 27"kasi po diba yun nga po parang 2 years advance, 2 years na rin po siya sa pagtatake ng college kaya siguro po mas mapapadali na rin po kami sa college." (The SHS is like two years advance in college. So it will be easy in college already.)

CHARACTERIZE THE EXPERIENCE OF CAREER EXPLORATION

Individuals' exploration stage starts with the awareness that occupation is an aspect of life. This stage is associated with play life wherein choices are expressed in fantasy stage which is not realistic for they do have a lot of ideal dreams. These stages may change as they gain lot of understanding about their chosen field of work and the individual narrows the choices to few possibilities. Thru the exploration of one's ability, opportunities of training, and availability of employment, the option of an individual might change. Later, the individual further narrows the list to occupations that they think are achievable and important during the final phase before entering the working world (Lau & Low 2016).

Career theories nowadays have its big impact on the growing knowledge of the youth with regards in subfield of organization and management studies. (Arthur & Rousseau, 1996; Collin & Young, 2000). These different theories try to explain why individuals choose such future or careers and further have their career

adjustment over time. Modern theories, which are broad and comprehensive in regard to individual and occupational development, began appearing in literature in the 1950's (Gybers, Heppner & Johnstone, 2003).

The theory from Super's career exploration stage deals with ages 15-24. During this stage, an individual is learning more about opportunities by "trying out" through classes, work experience, hobbies and tentative choice and skill development. This is the age of the SHS students in facing and making decision for their future career.

This study describes the characterization of SHS experiences in career choice, three themes were distinguished on the characterize experience of career exploration and are presented in table 2.

First Theme:	Descriptions	Sample Statements
Career Circumspection for SHS	The participants consider all the activities given while they were in JHS such as TLE subjects and activities given during career week.	

TLE subjects as part of career exploration for JHS	The participants became knowledgeable about what to choose in SHS through the help of their TLE subject that exposed them to many different fields which suit their ability and skills. Also, the guidance and career services programs and activities during their Grade 10 days helped them in	<i>Participant 1 "...ahhh yung sa TLE under po kami Tech Draft parang medyo natuwa po ako.. kaya nabuo ko na yung desisyon na maging Civil Engineer.. (We enjoyed our tech draft subject in TLE and because of that my decision is final to take Civil Engineer.)</i> <i>Participant 27 "...Ahm yung ano po nung Grade 10 po ako ah nung nag drafting po dun sa ano subject po nang dating TLE po ng Grade 9 dun po narealize ko po na bagay po ako sa STEM kasi po gusto ko po yung MATH tapos yung pag drawing..." (During TLE in my grade 9 level, I realized that I am suited for the STEM because I really like mathematics and drawing)</i>
Career Guidance activities in preparation for SHS	choosing and finalizing their decision as to what tracks and strand to take in SHS.	<i>Participant 2 "...Pinaka nakatulong samien is yung career week po namin ng school ng Junior High kasi po dun po na orient talaga kami sa senior high sa mga ano po mga course na pwede po namin i-take..." (Career week in our junior high school really helped us a lot – we are oriented on what course we want to take in our Senior High)</i> <i>Participant 6 "... career guidance na parang seminar po nun yun sa</i>

		<i>guidance of use po na event ayun po nakatulong naman po yun parang enlighten din naman po ako kahit papano...</i> (The career guidance like seminar in our guidance event somehow helped us to be enlighten a little)
• Sample activities experienced by the pioneer batch of SHS		Participant 5 “...<i>Nagkaroon ng activities sa room wherein pinapagawa kami ng mga drawings, parang about sa sarili namin kung ano talaga yung mga gusto namin, tapos in-explain din kung anu-ano ba yung mga courses na nakapaloob dun sa strands para ma-sure ka kung yun talaga yung kukuhanin...</i>” (There are room activities wherein we did drawings about ourselves what we really want and then they explained the different courses under each strand so that we could be sure on what course to take) Participant 18 “...<i>Ahh, yung nag karoon tayo ng career week po.. yun po.. tsaka yung nag karoon po ng seminars.. ahh. Sa tulong po nun ng seminars tapos nung career week .. ahh medyo nagkakaroon po ng .. na yung pipiliin ko nag kakaroon na ko ng choice...</i>” (The

		<i>career week and seminars helped me at least to have a choice)</i>
2 nd Theme: Career Reflection for SHS	Descriptions The participants realize that before enrolling for SHS one must know his/her interest and be decisive about.	Sample Statements
Know what you want	Students need to be sure of what they want to take in SHS. They should reflect also on what career to take in the future. Their decisions should be based on their interests and wants. In choosing the tracks and strand in SHS, they should be careful and decisive.	Participant 1 “...<i>sa senior high school dapat alam na nila yung strand and yung course na gusto nila sa college...</i>” (In Senior High School, they should already know what strand and what course they want in college) Participant 16 “...<i>encounter po namin yung topic na about sa brain tapos sobrang naging interested ako dun... inaalam ko po yung san pasok yung Psychology</i>” (We encountered a topic about the brain and I am really interested about it. So, I searched to which strand is Psychology) Participant 25 “...<i>Kasi ano po ahm dun ko nakita yung under nya po</i>

		<i>yung course na gusto ko kunin sa college and nandun po kasi yung tourism management and pwede rin po yung other choice ko po na courses...</i>” (Tourism management is under that course and the same also in college and other choices I want)
• Be decisive		Participant 3 “...<i>Kelangan ano rin eh isa puso nyo yung pag pili nun kasi kung hinde kayo willing sa pagpili nun at nagpapaapekto lang kasi by factors bukod sa sarili mo ikaw lang mahihirapan kelangan pagdesisyunan maiigi...</i>” (It is also needed that your whole heart is in your choice because if you are not willing and you are just influence by factors aside from yourself. In the end, it would be difficult to decide) Participant 11 “... <i>kung ano yung gusto mong kuhain, individual decision yun, sa pagiging matagumpay na senior high school...</i>” (It is an individual decision to choose what you want to take for the success of your senior high school)

3rd Theme:	Descriptions	Sample Statements
Career Decision for SHS	The participants in terms of deciding for SHS some of them were hesitant, confused about what to take but there were some who are really decided and really know what to enroll in SHS.	
Hesitant in making choices	Some of the participants experienced confusion about what to take in SHS program. Despite of the seminars and activities, some of them were hesitant in making their final choice in SHS. But there were students	Participant 2 “... <i>nahihirapan pa po ako mamili kasi di ko pa po sure kung ano talaga yung gusto ko nahihirapan talaga ako magdecide...</i>” (It is really difficult to choose because I am not that sure on what I want and it is really difficult to decide) Participant 29 “...<i>sobrang nakakaconfuse po kasi since first batch nga po di po namin alam kung anong mangyayari...</i>”
		Participant 6 “... <i>nakakalito kasi sabi nila kahit anong strands daw</i>

Confused about the SHS program	who already knew what career path to take that helped them choose the track and strand aligned with their chosen career.	<i>po pwede tas pagdating ng senior high na po biglang sabi po eh kelangan connected na sa course...</i> (It is very confusing because we are first batch and we just know what will happen) Participant 9 “... <i>there has been a confusion when it comes to my choice of strand because I am not really sure that time...</i>”
Already decided about future career		Participant 5 “...<i>actually ano... hinde na ko masyadong nahirapan po kasi parang since I was in grade school parang alam ko na future educator talaga yung gusto kong mangyari sa buhay ko...</i>” (I am quite decided because ever since I was in grade school I already know I wanted to be an educator in the future) Participant 16 “...<i>inalam ko po kung san pasok yung Psychology tas nalaman ko na HUMMS sya tas ayun po yun yung naging dahilan...</i>” (I checked where Psychology is under and it is in HUMMS and that is the reason) Participant 21 “...<i>Kasi po ano gusto ko nung dati mag engineering po so I took po na STEM kasi po dun po</i>

		<i>sya naka align...</i> “(I want to be an engineer so I took STEM because that is where it is aligned.)
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The experiences that the respondents had in choosing career were: Career Circumspection, Career Reflection and Career Decision for SHS.

Career Circumspection for Senior High School

****TLE subjects as part of career exploration for Junior High School***

One of the factors that helped them in making a choice in their career was through their TLE subject. This subject was exploratory during their grade 7 and grade 8 wherein different skill-based fields were taught randomly every quarter for a student to determine their skills, some of the training that they had gone thru were cookery, technical drafting, pastry and baking, house-keeping, carpentry, electrical and agriculture. As they moved up to grade 9, they chose one field in their TLE subject and focused on it until they had their National Certificate in Grade 10. This subject not only helped them in having a national certificate but helped them during their career exploration to finally decide on what to take up in the future.

Participant 1 “...ahhh yung sa TLE under po kami tech draft parang medyo natuwa po ako.. kaya nabuo ko na yung desisyon na maging Civil Engineer.. (We enjoyed our tech draft subject in TLE and because of that my decision is final to take Civil Engineer.)

She enjoyed her TLE subject in Grade 10 and finally decided to take up STEM in SHS. She believed that this subject exposed her in the field of civil engineering and enhanced her drafting skills.

Participant 9 “...Yung mga programs ah first of all yung studies po tsaka yung sa TLE studies from Grade 7 to 10...” (There are lot of programs we studied in TLE from Grade 7 to Grade 10)

He explores a lot of fields thru the exposure given by the subject which led him in enjoying management in business.

Participant 12 “...Junior High School pa lang po ako parang naanuhan po kasi ako ng parang gusto ko po talagang magluto kasi yung teacher ko po sa TLE na si Ma'am ***** po yung nag-udyok talaga sken na i-push ko po talaga yung pagluluto...” (My TLE teacher during Junior High School encouraged me to push through cooking because I also enjoy cooking)

His subject teacher in TLE saw his potential that he might be successful in the field of cookery for he loves cooking.

Participant 21 “...Siguro po yung ginawa po namin sa TLE po yung related po kasi siya sa tech draft which is pwede po syang kumuha sa maging architect or maging engineering...” (The things we did in our TLE subject is

related to tech draft skills which we could choose to be either architect or engineer)

She wants to be an engineer eversince she was in grade school. Her TLE subject helped her in taking up STEM in SHS for it would better prepare her for future college subjects.

Participant 27 *“...Ahm yung ano po nung Grade 10 po ako ah nung nag drafting po dun sa ano subject po nang dating TLE po ng grade 9 dun po narealize ko po na bagay po ako sa STEM kasi po gusto ko po yung MATH tapos yung pag drawing...”* (During TLE in my grade 9 level, I realized that I am suited for the STEM because I really like mathematics and drawing

She is born in a family of artist and drawing was one of her hobbies. She loved Math too. Through the TLE subject, she knew that her skills and love for math best fitted the course of engineering.

Participant 28 *“...tsaka yung mga tle topics madami po kasi per quarter...”* (There are lot of TLE topics per quarter)

She believes that the exploratory field given in TLE helped her realize the work that she wanted in the future.

***Career Guidance Activities**

Each individual has different personal needs and career goals that challenge them to pursue with their taken path. Those personal goals could be a landmark to

be achieved more during a career, which provides a person with necessary direction and motivation. This motivation will lead to chase higher goals, develop positive behavior to desire improvement and see big horizon; thus conducting of career guidance activities is an opportunity available to help the students as to what action or choices to make for SHS based on their knowledge and experiences in JHS. Hence, career guidance activities has been conceptualized as a process wherein individuals are guided through the collection and integration of varied information about themselves and the world of work, followed by a rational process of decision making.

Participant 2 “...*Pinaka nakatulong samen is yung career week po namin ng school ng junior high kasi po dun po na orient talaga kami sa Senior High sa mga ano po mga course na pwede po namin i-take...*” (Career week in our junior high school really helped us a lot – we are oriented on what course we want to take in our Senior High)

Participant 5 “...*actually ano sya parang 2-day career orientation. Yung first day may mga ininvite silang schools para mag talk kung anu-ano ba yung mga program na ii-offer nila para samen...*”(There were 2 day career orientation. During the first day, there were invited schools to give a talk about the programs they offer)

Participant 6 “... *career guidance na parang seminar po nun yun sa guidance of use po na event ayun po nakatulong naman po yun parang enlighten din naman po ako kahit papano...*”(The career guidance like seminar in our guidance event somehow helped us to be enlighten a little)

Participant 14 "... po sa loob po ng room yun po yung may mga pinapagawa po yung adviser na iba't ibang activities yun po yung gagawa ng mga basta art materials po yung ganun..." (Inside our room, our adviser provided different activities to make different art materials)

Participant 17 "...first po yung mga experiences ko po nung Junior High na nakaffect po nun is yung una dun po ano yung yung career week po naten dun po sa west. Kasi ano po parang dun po parang narealize ko na ayy gusto ko talaga to eto talaga yung ano eto talaga yung tinitibok ng puso ko etong course na to kukunin ko.... Tas ganun tas sabi ko oo ano mag HUMMS ako kasi under nun yung ganun po..." (First, my experiences during Junior High School affected me like the career week. It made me realize what I really wanted and what course my heart really beats for. That's the time I want to pursue HUMMS)

Participant 22 "... yung ano po yung career week po na nagaganap sa school pinapaalign tulong po nun kasi na explain ng bawat ano meron tayong mga guest speaker na narating tas na share nila experience nila na nagbibigay saten ng idea kung ano kukuhain naten sa Senior High." (The career week in our school helps because the guest speakers explain what is available and they even share their personal experiences that gives us idea on what to pursue)

Participant 24 "...ma'am yung ano yung yearly na ginaganap yung career guidance career guidance week kasi andyan yung may mag tatalk yung mga ibat ibang school ipapaliwanag nila kung ano yung mga ano nila activities..." (The yearly career guidance week wherein different schools give their talks and provided activities help us and give us ideas)

Participant 29 "...: Siguro ma'am nung ahh career guidance week yung pumunta po yung ibat-ibang school sa dito ma'am para magenganyo na dun sila pumasok ng ano ng school..." (Probably during the career guidance week where different schools came to encourage us to enroll in their school)

Based from the participants' experiences during the career guidance week, the career guidance activities helped the participants in choosing a career. These activities gave them knowledge on what to face in SHS and on what to focus on their career. Different experiences were stated above, specifying that career guidance activities were one of the factors which helped them in deciding what tracks and strand to take in SHS. The career seminars experienced by the students oriented them about the new curriculum and what to expect when they enroll in SHS. Different representative from different schools were also invited to promote their schools so that the students will have more choices in where to enroll.

The next theme to be discussed was samples of the career guidance activities stated by students during the interview that influenced them in choosing on what tracks and strand for SHS.

****Sample of Career Guidance Activities***

The global challenges of the 21st century in the field of work could be prepared through the help of career guidance activities. The students chose a career direction which assisted them to enroll in courses suitable and necessary for them to achieve their personal aspirations and career success (Stone, 2006).

Planning programs for career guidance by attaching subjects in career preparation are the fundamental premises to attain higher expansion of career decisiveness (Hirschi, Niles & Akor, 2011).

The participants shared some of the guidance activities that they encountered during their stay as JHS that helped in making their choices for SHS. One of those was the Career Guidance Program, done inside the classroom, which was facilitated by the teacher-adviser. They made some creative outputs that represented how they see their future career. Seminars were conducted to explain about the SHS by inviting schools to talk about the services they were offering. Also, participants were allowed to parade while wearing the uniform that represented future career.

Participant 4 *“May po pinagawa po sa, may ano po parang pinaexam po samen tapos parang inano po NCAE po ata NCAE tapos po ano para dun mo malaman kung san ka talagang strand na pwede tapos may mga pinagawa po samen na mga drawings mga ganun.”* (We took our exam during NCAE to know to which strand we really are; we also do drawing activities and the like)

Participant 5 *“...Nagkaroon ng activities sa room wherein pinapagawa kami ng mga drawings, parang about sa sarili namin kung ano talaga yung mga gusto namin, tapos in-explain din kung anu-ano ba yung mga courses na nakapaloob dun sa strands para ma-sure ka kung yun talaga yung kukuhanin...”* (There are room activities wherein we did drawings about ourselves what we really want and then they explained the different courses under each strand so that we could be sure on what course to take)

Participant 10 “...Ahm, Naalala ko yung career guidance na pinoprogram choice nung during junior high kasi nakatulong yun hinde lang sa para maimprove yung sarili mo nakatulong yun as ahmm kung anong gusto mong patunguhan balang araw kung ano yung gusto mong maabot yung kaya mas pinili ko yung maging ABM kasi nandyan yung pagmamahal pag tamang management ng isang company...” (There was a program choice during career guidance in our Junior High. It really helps not only to improve yourself but also helps on what you want to be in the future. That’s why I chose ABM where they taught the right management of a company)

Participant 11 “...gagawa ka ng collage or after 5 years ano na po yung nakatulong yun na kasi nagisip nagiisip...” (Making a collage on what you will be after 5 years really helps you to think things over and over)

Participant 18 “...Ahh, yung nag karoon tayo ng career week po.. un po.. tsaka yung nag karoon po ng seminars.. ahh. Sa tulong po nun ng seminars tapos nung career week .. ahh medyo nagkakaroon po ng .. nagkakaroon na ko ng ahhh ito na yung pipiliin ko nag kakaroon na ko ng choice...” (The career week and seminars helped me at least to have a choice)

Participant 28 “...Kasi po saten po diba parang since dito po ko nagaral so meron po tayong mga career orientation so parang since kami nga po yung first batch nun parang kami yung nakaranas nung pinaka maraming seminars...” (We have career orientation and since we were the first batch that time we experienced a lot of seminars)

One of the participants pointed out that the result of the NCAE was a help in making decision for SHS. Indeed, the test result provided a great boost in considering the tracks and strand for SHS. Some of the participants even shared their experiences in having the classroom homeroom program wherein they made

collage and drawing on how they projected themselves in the future. These activities made them realize what career to pursue in SHS and in college. One of the participants shared that since they were the pioneer batch, maybe they were the batch who had numerous number of seminars. These seminars gave a lot of information on what would happen in the additional two years in high school. Through the seminars, the SHS program and curriculum were discussed and choices were made on which track and strand to enroll.

One activity during the career guidance week that was recurrently mentioned by the participants was career costume parade. Seven of the participants remembered that activity as part of their decision making on what career to take in the future.

Participant 9 “...*Hmm I think career guidance po from dun nakatulong saken ng lubusan po kasi lahat ng program na yun dun di ba nagkakaroon ng program na mag susuot kayo ng costume kunwari pang office, or kaya as teacher or as boss ganun po...*” (I think the career guidance helped me a lot because of its program where we wore a costume like office clerk, teacher, manager, etc.)

Participant 13 “...*Yung career choice po nung yung sa guidance po yun kung saan nagsuot po kame ng gusto namin tapos po ayun naisip namin kung may nakikita po kameng iba’t ibang nakasuot ng pantrabaho tas parang ang ganda naman magsuot po nun ayun...*” (It was the career choice during the

guidance program wherein we wore costumes on what we wanted to be and it really nice to see the different working attires)

Participant 14 "...yung career guidance na ginawa namin yung nagsuot po nung ano kung ano yung gusto mo paglaki so nung time na po yun mas nakikita nyo po na ay ano ang ganda palang tignan kapag once na naging succesful ka na in life yun po." (It was during the career guidance where we wore what we wanted when we grow up. It was really nice and beautiful to see when you are already successful in life)

Participant 17 "...Ahmm at first po yung mga experiences ko po nung junior high na nakaffect po nun is yung una dun po ano yung yung career week potas lalo na po nung ano susuotin na yung damit po na gusto mong ano pag suot ko po talaga nung pang sundalo oh may magsusundalo talaga ko eto talaga perfect fit siya talaga sya sa katawan ko. Tas ganun tas sabi ko oo ano mag HUMMS ako kasi under nun yung ganun po." (First my experiences during Junior High and what really affected me was the career week specially when we wear costume. I wore the soldier costume and it was a perfect fit. And because of that I wanted to take HUMMS because its course is under it.)

Participant 21 "...Ahmm ang nakatulong po saken yung career week po yung pinasuot po kami ng damit na kung anong gusto naming maging like ako po nagsuot po ako nun ng pang nurse..." (What helps me is the career week where we wear clothes on what we wanted to be – I wore the nurse attire that time)

Participant 28 "...career week parang.... yung iniisip ng student na gusto nila yung dress up nila so parang dun po kasi nabbuild up nabbuild up yung... imagination yung parang ano ba parang goal ng bata na parang ay bet ko yung suot ng ano doctor mag dodoctor ako ay bet ko to so magdodoctor ako in the future so parang ganun po pero syempre po di naman nasunod yun pero atleast it helps diba po para po magkaroon ng yung insight yung bata kung ano ba yung gusto..." (During the career week where students dressed up what they wanted to be, it helps build and gives you imagination of your goal as a child. I wanted to wear the doctor attire because I want to be a

doctor in the future but of course it might not happen but at least it helps me to have an insight of what I've wanted.)

Career Reflection on what to take in SHS

Choosing a career is a big decision which is even overwhelming. A good career is one of the greatest blessings that one would ever experience, and a bad career is one of life's greatest curses (Pavlina, 2007). One of the crucial times to adolescents is to decide what career to pursue and on what path to take. It is best to consider some factors especially one's interest, needs and wants.

****Know what you want (Interest, Aptitude and Wants)***

Everything will be guided once you already know what you really want. Career decision making is not based on salary and prestige but on the happiness you will feel in the work field that you had chosen. Based on the participant's experiences, it is very important to know what you really want in the future. Knowing your interest, understanding self-potentials, self-weaknesses, readiness, are all important to have career success.

Participant 1 *"...sa senior high school dapat alam na nila yung strand and yung course na gusto nila sa college..." (In Senior High School, they should already know what strand and what course they want in college)*

Participant 4 “...dapat alam na nila kung saan sila sasaya syempre yun yung pinaka importante hinde lang yun para lang makakuha ng diploma dapat kung ano talaga yung gusto nila yun dapat yung kuhanin...” (It is very important that they know where they will be happy not only to get a diploma but they know what course they really want to pursue)

Participant 6 “...i-develop na nila sa sarili nila yung sense of responsibility kasi hinde na biro pag senior high parang college na din po kasi tapos ahmm pagtatamad tamad ka hinde ka talaga uubra parang dapat lagi pong ano ready sa lahat ng mga pwedeng dumaan na challenges kasi mahirap mag senior high...” (They need to develop their sense of responsibility because it is not a joke to be in senior high the same also in college. Nothing will push through if you’re slothful. You need to be ready on the challenges because it’s difficult in senior high.)

Participant 12 “...sobrang parang nakakaenjoy po talaga lalong maging culinary...” (I really enjoy much our culinary)

Participant 3 “... Pumili ako ng track and strand depende sa gusto ko saka yung hilig ko...” (I chose the track and strand that I want and really love)

Participant 4 “...dapat yung kukunin namin sa seniorhigh dapat talaga interesado...” (The course we want to take in senior high must be interesting)

Participant 5 “...dapat alam niyo yung kukuhanin niyo talaga parang as an individual alam nyo yung gusto nyo sa sarili nyo alam nyo yung gusto nyong patunguhan...” (As individual, you already know what to take. It is important that you know what you want and where you want to be.)

Participant 7 “...kelangan mag try sila kasi kelangan nila mga try para malaman nila kung ano yung kaya nila....” (They need to try so that they will know what they can do)

Participant 13 “...maiisip mo na eto ba yung gusto ko eto ba talaga parang ang hirap naman neto tapos ayun po ma habang tumatagal po dun mo malalaman na masaya rin mag aral masaya rin po pag mageexam ka tapos alam mo yung mga isasago mo kasi parang maeencourage ka po magreview...” (You would come to think what you really want. You might think it’s difficult but as you go along you will learn it’s happy to study, take exam and you know the answers and you are encourage to review)

Participant 16 “...encounter po namin yung topic na about sa brain tapos sobrang naging interested ako dun... inaalam ko po yung san pasok yung Psychology” ” (We encountered a topic about the brain and I am really interested about it. So, I searched to which strand is Psychology)

Participant 24 “...mahilig ako mag makipagcommunicate sa ibang tao...” (I really like to communicate to different people)

Participant 25 “...Kasi ano po ahm dun ko nakita yung under nya po yung course na gusto ko kunin sa college and nandun po kasi yung tourism management and pwede rin po yung other choice ko po na courses...” (Tourism management is under that course and the same also in college and other choices I want)

***Be decisive**

Making a career decision is a complex process (Gati et al., 1996). In order to make better decisions, individuals need to distinguish between important factors in life that will achieve his/her desired outcomes (Bymes, 2002). During career decision-making process, difficulties and issues may arise such as lack of information needed to make a decision, the lack of clear sense of self as to what

type of occupations are suitable, the lack of motive to think it through, the lack of recognition of the importance of career, etc. However, students who are well oriented with the new emerging trends and opportunities will mostly likely take a right career choice if it is based on strong knowledge, complete information, appropriately guided and most especially it involves their interest (Salifu, 2000).

Participant 3 “...*Kelangan ano rin eh isa puso nyo yung pag pili nun kasi kung hinde kayo willing sa pagpili nun at nagpapaapekto lang kasi by factors bukod sa sarili mo ikaw lang mahihirapan kelangan pagdesisyunan maiigi...*” (It is also needed that your whole heart is in your choice because if you are not willing and you are just influence by factors aside from yourself. In the end, it would be difficult to decide)

Participant 8 “... *magdecide kung ano tlaga yung gusto mo hindi yung mapipilitan ka lang...*” (Choose what you really want and not because your obliged.)

Participant 10 “...*wag sumuko kung anong problema dumaan, wag pabayaan yung study na nasimulan...*” (Don’t give up whatever the problem and don’t neglect the study you started with..)

Participant 11 “... *kung ano yung gusto mong kuhain, individual decision yun, sa pagiging matagumapay na senior high school...*” (It is an individual decision to choose what you want to take for the success of your senior high school)

Participant 15 “...*napaka importante talaga yung malaman kung ano kukuhanin na course kasi hinde sya biro...*” (It is really important to know what course you want to take – it is not a joke)

Career Decision for Senior High School

A well developed career explorations and opportunities and clear career goals and expectations are important in helping young people to make successful transitions and to achieve their potential.

The process of career choice is a complex one and that the decision-making processes of young people about involving career planning, are influenced by many factors. These factors may be about person's abilities, values and belief system, interest, culture, family, and environment.

Career decision making during adolescence generally becomes important for it is the time to begin to explore their capabilities, values, awareness and opportunities in preparation for career exploration (Gati & Saka, 2001). Hilber (1993) states, "choosing is perhaps second only to choice of mate in terms of the pervasiveness of the impact on one's life."

According to Super (1990), career decision becomes significant during late adolescence and early adulthood. During this time, junior high school students enter a time in their lives when seeking career information and becoming aware of their vocational interest is a major development task. As observed by Taveira et al.

(1998), the process of career decision making can be a particularly stressful time in an adolescent's life.

Based from the responses of the participants in making decisions for SHS program, three sub-themes were found; hesitant in making choices, confused about the SHS program and those are already decided upon about their future career.

****Hesitant in making choices***

Participant 2 “... *nahihirapan pa po ako mamili kasi di ko pa po sure kung ano talaga yung gusto ko nahihirapan talaga ako magdecide...*” (It is really difficult to choose because I am not that sure on what I want and it is really difficult to decide)

Participant 7 “...*medyo nahirapan ako pumili para sa senior highschool kasi di ko talaga alam kung ano kukunin ko...*” (I find it hard to choose for my senior high school because I do not know what to take)

Participant 11 “...*yung experience ko nun medyo nahirapan po ako kasi nung una po yung sa financial kasi lahat ng school na napupuntahan ko may bayad...*” ...” (Based on my experience, it's quite difficult because of our financial – all school that I went to have fees)

Participant 13 “...*nappressure na kame kasi kinukuha na po yung course na kelangan namin tas nung mapapaisip ka po kung ayun ba talaga kasi iisipin mo din kung in demand po ba yung trabaho na kukunin mo...*” (There is a pressure on the course I wanted to take and we think things over on the course where work is in demand)

Participant 18 “...*medyo undecided pa kasi ako nung junior high school ko kasi bukod po sa ano hindi pa po ganun yung pagpapaliwanang about sa*

senior high school ...” (I am somewhat undecided during junior high school because senior high school is not explained very well.)

Participant 29 “...*sobrang nakakaconfuse po kasi since first batch nga po di po namin alam kung anong mangyayari...*” (It is very confusing because we are first batch and we just know what will happen)

*** Confused about the SHS Program**

Participant 6 “...*nakakalito kasi sabi nila kahit anong strands daw po pwede tas pagdating ng senior high na po biglang sabi po eh kelangan connected na sa course...*” (It is confusing because they told us whatever strand is just fine then in senior high school they say it must be connected to your course)

Participant 9 “... *there has been a confusion when it comes to my choice of strand because I was not really sure that time...*”

Participant 15 “...*actually kasi ma’am talagang na confuse ako una palang dun sa pagfill up pa lang nung mga forms kung ano kukuhanin ko sa grade 11 hanggang sa ayun nga yung ABM na yan kasi yung bestfriend ko ayun medyo naimpluwensyahan ako...*” (At the very first, it is confusing specially when we fill up the forms on what to take in grade 11. But my best friend influenced me to take ABM.)

***Already decided about future career**

Participant 5 “...*actually ano.... hinde na ko masyadong nahirapan po kasi parang since I was in grade school parang alam ko na future educator talaga yung gusto kong mangyari sa buhay ko...*” (I am quite decided because ever since I was in grade school I already know I wanted to be an educator in the future)

Participant 10 “...*yung ABM kasi mas alam ko po na kaya ko ahh kaya ko po i-handle yung sa sabihing math kasi mas favorite ko po yung math kesa*

sa ibang subject...” (I choose ABM because I know that I can handle it because math is my favorite that other subjects)

Participant 12 *“...gusto ko po talagang magluto...” (I really love to cook)*

Participant 14 *“...na gustuhan ko po yung ano Math kaya po nag ABM po ako Accountancy...” (I love Math and that’s why I take ABM – Accountancy)*

Participant 16 *“...inalam ko po kung san pasok yung Psychology tas nalaman ko na HUMMS sya tas ayun po yun yung naging dahilan...” (I checked where Psychology is under and it is in HUMMS and that is the reason)*

Participant 20 *“...pag nag STEM ka tapos i-ttake mo mga courses like engineer ahh doctors engineer engineering ganun pag nagwork ka na ayun mas mabilis ka pong makakaangat sa buhay ganun...” (In taking STEM, courses like engineering and taking up doctor course will help you once you’ve work and give you an advantage in life)*

Participant 21 *“...Kasi po ano gusto ko nung dati mag engineering po so I took po na STEM kasi po dun po sya naka align...” (I want to be an engineer so I took STEM because that is where it is aligned.)*

Participant 22 *“...pangarap ko po talagang magturo at pasok po sya sa strand na HUMMS kaya yun po yun kinuha ko...” (It’s my dream to teach and it is under the HUMMS strand that’s the reason I took it.)*

Participant 24 *“...mahilig ako mag makipagcommunicate sa ibang tao... naisip ko yun ang kunin ko sa SHS...” (I really want to communicate with other people and it made me think what I want to take in SHS)*

Participant 25 *“...nakita yung under nya po yung course na gusto ko kunin sa college and nandun po kasi yung tourism management and pwede rin po*

yung other choice ko...” (I saw it under the course I want to take in college – tourism management and the other choice I want)

Participant 27 “...po nung Grade 10 po ako ah nung nag dddrafting po dun sa sa ano subject po nang dating TLE po ng Grade 9 dun po narealize ko po na bagay po ako sa STEM kasi po gusto ko po yung MATH tapos yung pag drawing...” (During drafting in my grade 9 TLE, I realized that I am suited for STEM because I want math and doing drawings)

Participant 28 “...Yung una po talaga kasi parang hilig ko po yung math and science so parang nag stick na po ako dun kasi magkasama sila sa isang strand...” (At the very beginning, I really want math and science and that’s why I stick to this strand where this two subjects are included)

It is never easy to pick the right career especially if there are thousands of options. The participants had experience this process, some of them became hesitant in what tracks and strand to choose in SHS while some where really confused about the new curriculum in SHS. Career uncertainty is the inability to decide about what career to pursue and it is a normal moment in an individual’s life for they are still contemplating on what to choose. (Creed, Patton, and Prideaux, 2006). The K to 12 curriculum was very fresh then for the participants. It is a normal response to have doubt and confusion on what to take in SHS.

In contrary, there are participants that are really decided and really know what they really wanted from the very beginning. They had chosen their tracks and

strands according to their prescribed course to take in college. Knowing and understanding your values, soft skills, interest, and aptitudes, in connection with your personality type will really help in making a concrete decision in career choice (Mckay, 2019).

STRATEGIES IN HELPING JHS AND SHS FOR CHOOSING A CAREER

Every human being is treated as unique, having special needs, attention, care and assistance in every aspect. These individual differences make and help a person in wise choices, plans, understandings and cope up with changes. In addition, in terms of career, individuals also have unique process on deciding about what take heed in the future (Gibson & Mitchell, 2007).

Understanding personal characteristics and values with your chosen job description is one the simple process in career decision-making. Accordingly, having the right match leads to greater likelihood in being productive and will have high personal satisfaction. Thus, improvements on the career programs should be given to JHS students for it is essential for their awareness about their strengths and

weakness, potentials and limitations, and acceptance in things that they cannot change and being self-directing for their career growth.

The purpose of this phenomenological study was to explore the essence of the experiences of the pioneer SHS students in deciding on what track and strand to take in SHS. The following were some of the strategies that could improve the career guidance of every school for future avenues within the field of career choice.

Below are the statements of the participants that suggest some strategies on how to improve the guidance activities for upcoming SHS students.

Participant 17 “...Ano ma’am siguro po ma’am enough hinde sya kaganun na enough kasi ano po siguro nag lack ma’am masyado ma’am ng.. further explanations siguro ma’am mag work ma’am if **magbibigay pa sila ng mga seminar po sya per section** na para madeepen pa po ma’am ma enlighten pa po yung bawat estudyante ma’am ganun po. (I think it is not enough. I think they need to conduct more seminars about it so that the student will understand and be enlightened.)

Participant 18 “...hmmmm, saken cguro yung ano.. **mag karoon na rin ng immersion**, ganon po parang sa siguro po parang kunyare parang sa **one week or month** magkaroon ng.. sa maliit na panahon is ito yung under ng for example HUMSS po under non ito yung ganyan , ung teacher mga ganito law.. parang sa maliit na panahon.. pinaranas po kung ung ano yung biglang trabaho or parng immersion po.” (I think there should be a work immersion like one week or a month. So that we will know how SHS will help us in our future work.)

Participant 21 “...Siguro po yung sa ano po yung sa TLE po yung bale samen po kasi may **parang free immersion po kung ano po yung gusto naming i-take** pa parang makakatulong po samen (There was free immersion in TLE to help us know what course are we going to take.)

Participant 22 “...: Ahm para saken po kelangan po ng mas **malawak na introduction po bawat strand** na parang malawak na introduction po bawat strand parang **i categorize talaga sila isa isa...**” (There must be more information drive regarding introduction of each strand. It should be categorized.)

Participant 24 “...Medyo ahmm slight ganun kasi kahit papano naman nagkaroon kami ng idea pero mas maganda kung **yung actual na yung andudun na kami na naexperience na namin yung program na napili namin...**” (We develop idea if there are actual scenario wherein we experience the program we chose.)

Based on the results of the interview and in line with the suggestion of the participants the researcher came up with the following propose strategies that would help the future Junior High School students in deciding what tracks and strand to take in SHS is shown in Table 3 and strategies in career choice is shown in table 4 for Senior High School students.

Rationale: During the pioneer batch of the SHS, career guidance program were given by the teacher-adviser instead of guidance counselors. Due to lacking number of counselors, the help of the teacher-adviser were *sought* to conduct the Career

Guidance Program (CGP) given by the DepEd under the DepEd Order no. 41 s. 2015. The teacher-adviser had a two-day seminar in one of the hotels in Tagaytay to have proper training on how to facilitate the said guidance program. During that time, the CGP activities were conducted in one week and many guidance activities were given. However, as the time passes the implementation became more lack because teacher who happen to be new advisers in Grade 10 do not have seminars on conducting the CGP. Also the seminar was squeezed into three day implementation.

The following were the **proposed strategies** in helping Junior High School students in choosing their tracks and strand. for SHS.

Table 3: These are the strategies in helping JHS in choosing their career.

Proposed Strategies	Implementation process
1. Give emphasis that there is an existing program in DepEd.	-- Set of activities that gives brief and detail information regarding SHS

	-- Tapped resource speakers from CHED, TESDA, PRC and Dole rather than inviting private sector -- Job opportunity mapping (career mapping) – informing students on the job opportunity and livelihood within the community. -- Administration of Career Preference (SHS Preference) (career assessment preference)
2. Informing students about Job Opportunities	-- Awareness Campaign -- Career Guidance Period
3. Creating and Reproducing Career Materials in various platform thru ICT	-- Career Page -- Career Hotline -- Printed Career Pockets

4. Career Interview for Grade 9 Students	-- Detailed explanation on the result of NCAE -- Conducting Orientation in Grade 9 and 10 students with their parents.
5. Career Tour or Career Shadowing	-- Different from OJT, each will be allow to experience the work that they want.

The researcher gave five (5) strategies that may help the future JHS to decide on what track and strand to pursue. Providing appropriate experiences thru these strategies may lead the students to develop their understanding of choices they face. According to Dash (2003), assisting students in discovering their potential, abilities and interests helps in the contribution for the advancement of society and country.

The *first* proposed strategies were by giving emphasis about the existing program of DepEd. Evidently, there is an existing Career Guidance Program, however according to the participants, the Career Guidance Program needs improvement for their welfare.

Participant 14 “...yung mga programs po ng guidance , siguro po hinde sya ganun ka-sapat pero mas maganda po kasing maexperience mo po yung mga ibinibigay sayo ngayong Senior High bukod po sa mga sinasabi lang sayo.” (The guidance programs are not enough. There should be more actual immersion rather than theories only.)

Participant 15 “... Siguro ahmm pagbibigay ng specific na for example ma’am yung course na to ano yung magiging benefit samen bakit naming kukuhanin kung kasi ang nangyari kasi nung junior high kulang po tla...” (They should inform us on the benefits of the course for us.)

Participant 16 “...Ahm yung preparation of ng junior high medyo kulang po kulang din po sya kasi eh ako po kasi ano eh parang na settle ko na sarili ko kung anong kukunin ko eh okay na okay na po ako nung junior high pero yun nga yung sa iba kong ahm friends kaibigan mga kaklase yun nahihirapan sila. (The preparation of JHS for SHS is not enough. There should be more activities to help us choose what course. I am decided but most of my friends are still confused.)

It would be helpful if the students would have a set of activities that gives brief and detail information regarding SHS. The different tracks and strand will be discussed thoroughly by giving examples of occupations related to the particular track and strand. Also, tapping of resource speakers from CHED, TESDA, PRC and DOLE would much be better rather than inviting private sector. This is to avoid promotion of schools instead of giving awareness on the strands for SHS.

Participant 15 “...parang andyan na yung mga course hinde nila nadiscuss maiigi kasi ang natatandaan ko nadiscuss nila yung school eh yung school na pagpipilian mo na sa gantong school may course na ganito na ganyan

pero yung mismong course yung mismong under nun parang hinde po ata na siguro nagkulang siguro..." (The course is already there. They are not discussing the course and all about it but they are discussing the schools. I think they should discuss more on the course rather than the school.)

Participant 22 "...na parang malawak na introduction po bawat strand parang i ccategorize talaga sila isa isa." (Like a comprehensive introduction of each strand so we can categorize it one by one.)

In addition, conducting job opportunity mapping or career mapping could provide help in informing students regarding the job opportunities and livelihood they have within their community. It is also an awareness about the jobs that a waits them if they are going to choose a particular course.

Participant 16 "*Ahmm, Seminars tungkol sa pag eexplain pa kung ano ba yung ahmm specific na ginagawa sa isang course ayun po i-explain lang po each course na maeencounter nila ayun po seminar lang po tungkol dun.*" (I think there should be seminars explaining all about each course and the specific details about it. They should also inform us what are we expecting in each course.)

Furthermore, administration of career senior high preference would be a reinforcement to the NCAE which given nationwide. The career assessment preference can be done in per classromm to really see their preference with regards to tracks and strand.

The *second* strategy is by informing students about different job opportunities. Making an awareness campaign by making classroom informecials or small classroom seminars that discuss the different workfield in connection to the different tracks and strand in SHS. Besides the awareness campaign, conducting of 30 mins career guidance period per section would be a help in assisting the students in preparation for SHS. These career guidance periods should be conducted by the guidance counselor and not just a teacher-adviser. This is to make sure that the program is implemented in full detail. The *third* strategy is to create or reproduce career materials in various flatfom thru the use of ICT. Young people are all hooked of using gadgets. Almost all youths have their own device which is used in different ways. Career guidance information can be easily disseminated if the students can easily access it. Making of career page thru social media would widen the spread of information. Opening of a career hotline is also possible wherein students can just message or chat the particular page whenever they have any inquiry or suggestion. Those shy students who cannot come or afraid in guidance office can just ask thru this career guidance page. Then, printing of career pockets can be a tool in increasing their knowledge about the tracks and strand. The *fourth* strategy is to conduct career interview with Grade 9 students for their preparation for SHS. The

program should not just focus on the Grade 10 students. As early as Grade 9 or maybe in lower years, information about SHS should be given so that they will have ample time to discover themselves and to think of what to take in SHS. Detailed explanation of the result of NCAE should be conducted for them to deeply understand and comprehend the scores they got in different tracks and strand. Also, the involvement of parents during seminar and interview can be a support for an individual who is undecided on what to take in SHS.

Participant 13 “...*Hmm ano po kasi maraming maraming ginagawa kame nung grade 10 bago namin masagutan talaga yung pinapasagutan unang una po yung NCAE po ba yun which is nagsagot po kami ng ilang oras tapos po pagkabigay sameng nakalagay na po yung gusto naming magiging course pero hindi ko po yun sinunod eh kasi yung lumabas po dun ABM daw yung gusto ko tapos po nakatulong din po yung Paulet ulet napagbibigay sameng sheets na nakalagay kung ano ba talaga yung gusto namin yun po.*” (During Grade 10, there are so many tasks we are doing before we took the NCAE. We took the exam for several hours. At the end of the exam, there is a result on what course you will take. My results show ABM but I did not choose it though. These information help us to decide on what course we are going to take.)

The *fifth* strategy is to conduct of career tour or work immersion. This is different from On the Job Training (OJT), in which students are exposed to the real

field of work that they have chosen. They will see the actual work for maybe days or atleast one week. This is for them to see the reality of their chosen field.

Participant 18 “...mag karoon na rin ng immersion, ganon po parang sa cguro po parang kunyare parang sa one week or month...”(There should be immersion for one week or month.)

Participant 24 “...parang sa tech technical vocational ganun yung nila atleast naenhance nila yung skills nila so that pwede nilang iapply yun for upcoming ah senior highschool ano nila pwede nilang magamit yun na maisip nila na oy magaling pala ko sa ganito na pwede pwede ko syang I pursue pagdating ko ng senior high or college.” (Like in technical vocational, their skills are being enhanced so that they can use it for the future and in SHS. They will know where they can excel and be good at. These will help them decide on what to pursue in SHS or in college.)

Proposed Strategies for Senior High School

The following were the **proposed strategies** for SHS in choosing career.

Table 4: These are the strategies in helping SHS in choosing their career.

Proposed Strategies	Implementation process
1. Create a Career Guidance Program for the Senior High School students	-- Create a team of currently SHS guidance counselor from public and

based on the different tracks and strand.	private sector to create a Career Guidance Program to be used nationwide. -- Conduct a Student Inventory Needs on different tracks.
2. Informing students about Job Opportunities	-- Awareness Campaign -- Career Guidance Period or Career Guidance Subject -- Integration of career guidance in Personality Education Subject.
3. Creating and Reproducing Career Materials in various platform thru ICT	-- Career Page -- Career Hotline -- Printed Career Pockets
4. Exit Career Interview for Grade 12 Students	-- Conducting of interview before the last semester for SHS.

5. Immersion	-- Different from OJT, each will be allow to experience the work that they want.
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The involvedness of career decision-making increases as age increases (Gati and Saka, 2001). As children get older, they are more likely to describe their career choice as an active interplay of their developmental stages and the prevailing environmental circumstances (Howard and Walsh, 2011). Youth career decision-making is required to go through a process of understanding by defining what they want to do and exploring a variety of career options with the aid of guidance and planning (Porfeli and Lee, 2012). Proper handling of the process affirms individual identity and fosters wellbeing, job satisfaction and stability (Kunnen, 2013). After SHS the students will again goes to the process of choosing a career. They might change their mind and change course in college or they might stick to the course aligned with their stracks and strand.

The researcher gave five (5) strategies that may help the future SHS to decide on what course to pursue. Providing appropriate experiences thru these strategies may lead the students to develop their understanding of choices they face.

The *first* proposed strategies were to create Career Guidance Program intended for SHS based on different tracks and strand. As of the moment, there were guidance program provided by different guidance counselor in each respective school but we cannot assure that all SHS institution has their own career guidance program. Creating a CGP mandated by the DepEd will be a great help to address the needs especially for Senior High students. The *second* strategy is by informing students about different job opportunities in their chosen track and strand. Making an awareness campaign by attending seminars or symposium related to their chosen track and strand. The *third* strategy is to create or reproduce career materials in various platform thru the use of ICT. Each track and strand departments can create a page on social media to disseminate information related to their tracks and strand. Opening of a career hotline is also possible wherein students can just message or chat the particular page whenever they have any inquiry or suggestion. If the students is undecided about the career they want to take, they can sit down and talk with someone in career services. Career schools should have career professional services wherein students can ask questions about the career that they want. These services can offer valuable advice on important topics ranging from career training to work expectations. Then, printing of career pockets can be a tool in increasing

their knowledge about the tracks and strand. The *fourth* strategy is to conduct career exit interview with Grade 12 students. Thru these the strategies the school can gather information on how to improve their services not just in career but also in other aspect of school matters. The *fifth* strategy is to conduct of career immersion. Thru participation with other company and organization the students will have the changeto be exposed to the real field of work that they have chosen. They will see the actual work for maybe one semester or atleast 3 months. This is for them to see the reality of their chosen field.

Chapter IV

Summary, Conclusions, and Recommendations

This chapter provides the summary of the study, summary of findings, limitations of the study, and also it gives the conclusions and recommendations based on the lived experiences of Senior High School Students in choosing their tracks and strand in senior high school.

Summary of the Study

This chapter synthesizes career exploration of the pioneer Senior High School Students of DWNHS. The study describe the experiences of the participants in choosing a career. The exploration of the SHS experiences has been characterized and finally proposed strategies in choosing career in SHS.

Summary of Findings

From the interview gathered by the researcher, three themes where found evident in their experiences in choosing tracks and strand in SHS. The first theme

was “Seeking Career”. The participants actively seek information about the SHS and able to express career choice tentatively and decide on what tracks and strand to enroll in. The first theme has two subthemes. Thinking means that the students able to express career choice in SHS tentatively. And deciding means that the students specify their career choices based on realities and facts. The second theme was “Struggles in Time Management and Changes in the Curricular Requirements”. The participants encountered problems in managing their time because there are changes in the requirements set by the curriculum. There were some participants complaining regarding overloading of subjects in relation to the curricular requirements. The third theme was “Satisfaction of Learning Vital Things”. The participants shared that they learned a lot of things during their SHS days because it helped them hone their potentials and capabilities to prepare them for the challenges in tertiary education.

The exploration stage of the SHS students characterizes three themes, these were found evident in their experiences in choosing tracks and strand in SHS. The first theme was “Career Circumspection for SHS”. The participants became well-informed about what to choose in SHS through the help of their TLE subject that exposed them in many different fields which suit their ability and skills. Also, the

guidance and career services programs and activities during their Junior High School days helped them in choosing and finalizing their decisions as to what tracks and strands to take in SHS. The second theme was “Career Reflection for Senior High School”. The participants said that before deciding, one individual needs to be sure of what they want to take in SHS. They should reflect also on what career to take in the future. Their decisions should be based on their interests and wants. In choosing the tracks and strand in SHS, they should be particular and decisive. The third theme was “Career Decision for SHS”. Some of the participants experienced confusion about what to take in SHS program. Despite of the seminars and activities, some of them were hesitant in making their final choice in SHS. But there were students who already knew what career path to take that helped them choose the track and strand aligned to their chosen career.

Based on the results, the researcher proposed strategies for JHS and SHS that could improve the career guidance of every school for future avenues within the field of career choice. The researcher propose of giving emphasis on the existing DepEd program and creating career guidance program for SHS, informing students about job opportunities, creating and reproducing career materials through ICT,

organizing career interview for Grade 9 and exit interview for Grade 12 students and conducting of career tour and immersion.

Limitations of the study

This study is limited to the career exploration of the 30 pioneer students of K to 12 program. Results may have been different if it was conducted in different settings.

Conclusions

Based on the findings and discussions, the researcher concludes that:

1. The students reported seeking information before choosing a career for SHS. Students view challenges in choosing a career positively and consider them as important aspects of their experiences that leads to college preparedness.

2. The study provides evidence that school experiences and participation to varied career guidance activities aid in the career exploration and career choice of the participants.
3. The proposed strategies for choosing a career must be contextualized to the participants. Strategies include additional career guidance activities for both JHS and SHS, development and/or creation of information dissemination platforms, and immersion opportunities for the SHS.

Recommendations

Based on the conclusion above, the researcher would like to recommend some points as follows:

1. School counselors should consider implementing the proposed career strategies developed by the researcher. Career activities and exposures in different SHS tracks and strand must be given emphasis for students to have clearer choice/s on what to take in SHS and in college.

2. The findings of the study highlight the need to train counselors and guidance advocates in terms of career counseling and career coaching. Competent career counselors and advocates can provide more guidance to the career development of the students.

3. Findings advance the literature on career development by providing a lens on the lived experiences of high school students in career decision making and exploration. It can be further expanded through the conduct of studies on consequences for choice implementation in higher education, and students' coping with career decisional tasks.

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Appendices

Appendix A
STUDENT BACKGROUND QUESTIONNAIRE

Part I.

PERSONAL INFORMATION

Student Name: _____ Age: _____
School Name: _____ Gender: _____
Email Address: _____ Contact Number: _____

Please write check (/) that corresponds to your preferred choice.

Part II.

1. What was your preferred track and strands while your were in Grade 10?
_____ Academic _____ Technical Vocational _____ Sports _____ Arts and
Design

(check the strand)

- | | | | |
|--------------------------------|------------------------------|--------------------------------------|--|
| ☐ ABM | ☐ AFA | ☐ Athlete | ☐ Theater |
| ☐ STEM | ☐ HE | ☐ Fitness | ☐ Music |
| ☐ HUMSS | ☐ ICT | ☐ Coaching | ☐ Dance |
| ☐ GAS | ☐ IA | ☐ Officiating | ☐ Creative
Writing |
| | | | ☐ Visual
Arts |
| | | | ☐ Media
Arts |

2. What was your preferred school in Senior High School?

- ☐ AMA Computer College
☐ AMA Computer Learning Center

- ☐ Cavite School of Life
- ☐ St. Jude College
- ☐ Corinthian Institute of Cavite
- ☐ Emilio Aguinaldo College
- ☐ Holy Redeemer School
- ☐ Technological University of the Philippines. (Cavite)
- ☐ Christ the King School of Cavite Foundation
- ☐ Paliparan National High School
- ☐ Paliparan II National High School
- ☐ Dasmariñas National High School
- ☐ Dasmariñas East National High School
- ☐ Congressional National High School
- ☐ Francisco E. Barzaga National High School

Others, please specify _____

3. What were your reasons for choosing their school?

- ☐ Family
- ☐ Friends
- ☐ Finances
- ☐ Accessibility
- ☐ Others, please specify _____

4. What track and strand did you take in Senior High School?

_____ Academic _____ Technical Vocational _____ Sports _____ Arts and Design

(check the strand)

- | | | | |
|--------------------------------|------------------------------|--------------------------------------|---|
| ☐ ABM | ☐ AFA | ☐ Athlete | ☐ Theater |
| ☐ STEM | ☐ HE | ☐ Fitness | ☐ Music |
| ☐ HUMSS | ☐ ICT | ☐ Coaching | ☐ Dance |
| ☐ GAS | ☐ IA | ☐ Officiating | ☐ Creative Writing |
| | | | ☐ Visual Arts |
| | | | ☐ Media Arts |

5. Which school did you graduate from?

- ☐ AMA Computer College
- ☐ AMA Computer Learning Center
- ☐ Cavite School of Life
- ☐ St. Jude College
- ☐ Corinthian Institute of Cavite
- ☐ Emilio Aguinaldo College
- ☐ Holy Redeemer School
- ☐ Technological University of the Philippines (Cavite)
- ☐ Christ the King School of Cavite Foundation
- ☐ Paliparan National High School
- ☐ Paliparan II National High School
- ☐ Dasmariñas National High School
- ☐ Dasmariñas East National High School
- ☐ Congressional National High School

Others, please specify_____

Appendix B
STRUCTURED INTERVIEW GUIDE

1. Describe your two year experience in choosing the track and strand in senior high school.
2. Describe your experience as a senior high school being enrolled in your chosen track and strand.
3. What are the challenges you encountered in the program you were enrolled in?
4. What other things would you like to share about your experience as a pioneering Senior High School student?
5. What are the guidance activities or school activities that helped you in choosing your track and strand for senior high school?

Appendix C
SAMPLE LETTER TO THE PARTICIPANTS

April. 23, 2018

Dear Student,

Greetings in the name of our Lord Jesus!

I, the undersigned, am currently working on my thesis at Philippine Normal University, Manila entitled "LIVED EXPERIENCES OF SENIOR HIGH SCHOOL STUDENTS IN CAREER CHOICE". The main purpose of this study is to describe the phenomenon of career choices of the pioneering Grade 10 completers batch 2015-2016.

In this regard, I would like to seek your kind approval to be part of the said research. The interview will be voice recorded and will be kept confidential. I am very willing to conduct a personal interview at any date you are most comfortable with. Rest assured that all responses will be solely used for this purpose.

I am looking forward for your positive response. Thank you and God bless!

Sincerely,

Jacqueline R. Roque
M.A Guidance and Counseling Student

Reply Slip

I _____ (full name)
of _____ (grade & section) at _____
(school) agree to participate and be part of the study entitled "LIVED EXPERIENCES OF SENIOR HIGH SCHOOL STUDENTS IN CAREER CHOICE". I agree to undergo personal interview and voice recorded for the transcription of the study.

Signature of the student above printed name

Appendix D
SAMPLE LETTER TO THE PARENTS

April 23, 2018

Dear Parents,

Greetings in the name of our Lord Jesus!

I, the undersigned, am currently working on my thesis at Philippine Normal University, Manila entitled "LIVED EXPERIENCES OF SENIOR HIGH SCHOOL STUDENTS IN CAREER CHOICE". The main purpose of this study is to describe the phenomenon of career choices of the pioneering Grade 10 completers batch 2015-2016.

In this regard, I would like to seek your kind approval to allow your child to be part of the said research. The interview will be voice recorded and will be kept confidential for this study. I am very willing to conduct a personal interview at any date your child is most comfortable with. Rest assured that all responses will be solely used for this purpose.

I am looking forward for your positive response. Thank you and God bless!

Sincerely,

Jacqueline R. Roque
M.A Guidance and Counseling Student

Reply Slip

_____ I am allowing my son/daughter to be part of the research.

_____ I do not allow my son/daughter to be part of the research.

Signature of parent /guardian above printed name

Appendix E
SAMPLE LETTER TO THE PRINCIPAL

April 23, 2018

DR. EDNA B. LAUDATO

Principal I
Dasmariñas West National High School
Dasmariñas, Cavite

Dear Madam:

Greetings in the name of our Lord Jesus!

I, the undersigned, am currently working on my thesis at Philippine Normal University, Manila entitled "LIVED EXPERIENCES OF SENIOR HIGH SCHOOL STUDENTS IN CAREER CHOICE". The main purpose of this study is to describe the phenomenon of career choices of the pioneering Grade 10 completers batch 2015-2016.

In this regard, I would like to ask your permission to conduct the said research in our school specifically on the values department room. Please also allow me to use the data of the alumni in tracking their school in Grade 12.

I am looking forward for your positive response. Thank you and God bless!

Sincerely,

Jacqueline R. Roque
M.A Guidance and Counseling Student

Noted by:

ZENAIDA M. JORIZA
Head Teacher III
Social Studies & Values Department

Appendix F

LETTER TO THE SUPERINTENDENT



Philippine Normal University
The National Center for Teacher Education
Taft Avenue, Manila
Telefax: (02) 317 – 1768 loc. 713
Email Address: osass@pnu.edu.ph

July 7, 2018

DR. MANUELA S. TOLENTINO
Schools Division Superintendent
City Schools Division of Dasmariñas
Dasmariñas City, Cavite



Dear Madam,

Greetings in the name of our Lord Jesus!

I, the undersigned, am currently working on my thesis at Philippine Normal University, Manila entitled "LIVED EXPERIENCES OF SENIOR HIGH SCHOOL STUDENTS IN CAREER CHOICE". The main purpose of the study is to describe the phenomenon of career choices of the pioneering Grade 10 completers batch 2015-2016 in Dasmariñas West National High School.

In this regard, I would like to ask your permission to allow the researcher to use the vicinity of Dasmariñas West National High School as a venue for the interview during weekdays and Saturdays. Personal or one by one interview will be conducted to thirty (30) alumni of DWNHS specifically in values department room. Rest assured that it will be done orderly and no classes would be affected.

I am looking forward for your positive response. Thank you and God bless!

Sincerely,

JACQUELINE R. ROQUE
Researcher

Recommending Approval,

MARIE CHIELA C. MALCAMPO
Thesis Adviser

Noted:

ADONIS P. DAVID, Ph. D
Director, Graduate Research Office

Appendix G

LETTER TO THE VALIDATORS

February 10, 2018

PROF. MARYFE M. ROXAS, Ph.D.
FACULTY / COUNSELOR

Philippine Normal University
Taft Ave, Manila

Dear Dr. Roxas,

Good day!

I, the undersigned, am currently working on my thesis at Philippine Normal University, Manila entitled Lived Experiences of Senior High School Students in Career Choice. The main purpose of this study is to describe the lived experience of Senior High School in choosing their tracks and strand.

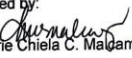
In this regard, I would like to seek for your expert assistance for the validation of the attached interview guide/questions that would facilitate the gathering of valid and reliable information.

Your authoritative suggestions and recommendations regarding the said interview guide will greatly help me in pursuing my study properly.

Thank you very much and God bless.

Sincerely,


Jacqueline R. Roque
M.A. Student

Noted by:

Marie Chiela C. Malcampo
Adviser

Appendix H CERTIFICATION OF VALIDATOR

CERTIFICATION

This is to certify that I have validated the Aide Memoire for the study on
"LIVED EXPERIENCES OF SENIOR HIGH SCHOOL STUDENTS IN CAREER CHOICE".

This certification is issued to Ms. Jacqueline R. Roque on the 10 th day of
February 2018 for whatever legal purpose it may serve her.



PROF. MARY FE M. ROXAS, Ph. D

Appendix I CERTIFICATE OF EDITING



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and
Teacher Education Research



September 13, 2019

Certificate of Editing

To whom it may concern

This is to certify that the thesis titled Lived Experiences of Senior High School Students in Career Choice to be submitted by Jacqueline R. Roque to the College of Graduate Studies and Teacher Education Research (CGSTER) for the degree Master of Arts in Guidance and Counseling has been proofread and edited for language by the undersigned. Neither the research content nor the author's intentions were altered in any way during the editing process.


Erwin L. Oñil, Ph.D.
Assistant Professor I
Arts and Languages Cluster
Graduate Teachers Education Faculty

Appendix J

CERTIFICATE OF COMPLIANCE

PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Telephone: +63-2-317-1768 to 736/751 epnrc@pnu.edu.ph www.pnu.edu.ph		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Index No.</td><td>PROJ-MN-2018-EPR-134-020</td></tr> <tr><td>Issue No.</td><td>01</td></tr> <tr><td>Rev. No.</td><td>01</td></tr> <tr><td>Date:</td><td>09/24/2018</td></tr> <tr><td>Page:</td><td>1 of 1</td></tr> <tr><td>QC No.</td><td>CC-09142018-027</td></tr> </table>	Index No.	PROJ-MN-2018-EPR-134-020	Issue No.	01	Rev. No.	01	Date:	09/24/2018	Page:	1 of 1	QC No.	CC-09142018-027
Index No.	PROJ-MN-2018-EPR-134-020													
Issue No.	01													
Rev. No.	01													
Date:	09/24/2018													
Page:	1 of 1													
QC No.	CC-09142018-027													
EPRDC	CERTIFICATE OF COMPLIANCE													

BASIC INFORMATION	
REC Code:	091319-016
Title of the Research Project/Thesis/Dissertation:	Lived Experiences of Senior High School Students in Career Choice
Researcher/Project Leader and Designation/Affiliation:	Jacqueline R. Roque

The following items [✓] have been received and reviewed in connection with the above study conducted by the above researcher/principal investigator:

☒ Thesis
☐ Dissertation
☐ Research Article in APA Format

And hereby certified that it has fully complied with the PNU Code of Research Ethics and Guidelines for Review as stipulated in the BOR Resolution No. U-2303 s. 2015.

Date of Issuance: **September 13, 2019**

TERESITA T. RUNGDUIN, Ph.D.
 Secretary
 Research Ethics Committee

RENE R. BELECINA, Ph.D.
 Chair
 Research Ethics Committee

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

Appendix K

AUTHENTICITY RESULT

	Philippine Normal University <i>The National Center for Teacher Education</i> PUBLICATION OFFICE Taft Avenue, Manila 1000, Philippines	
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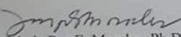
AUTHENTICITY RESULT

Date of Release:	September 19, 2019
Result Code:	2019-0595
Submission ID:	1174894629
Title of Output:	Lived Experiences of Senior High School Students in Career Choice
Author (s):	Jacqueline R. Roque

Authenticity Report:

Similarity Report: 15%

- Interpretation: A similarity of 15% means that 15% of the entire paper is similar to sources in Turnitin's (authenticity software) online repository. The colored bibliographical references denote the sources of similarity to previously published work which maybe from internet sources (14%), publications (2%), and student papers (12%) for the remaining similarity percentage.
- Highlighted text in the Manuscript:
 - Red marks and highlights are set of texts directly or exactly copied from online sources.
 - Other color marks and highlights are set of text exactly copied from other sources (student papers and publications).


Marie Paz E. Morales, Ph.D.
Director

PNU-MN-2016-PUB-QM-001
Revision No.: 01

Effective Date: August 10, 2017

CURRICULUM VITAE

ROQUE, JACQUELINE R.

PRESENT ADDRESS:
E-mail Address:

Brgy. Salawag Dasmariñas, Cavite
jah_cajumban@yahoo.com



EDUCATION

GRADUATE	Philippine Normal University - Taft Avenue, Manila <i>Master of Education in Guidance and Counseling</i> June 2009 – March 2020
TERTIARY	Philippine Normal University - Taft Avenue, Manila <i>Bachelor of Science in Psychology: Major in Guidance and Counseling</i> June 2004 – March 2008
SECONDARY	Baptist Heritage Academy of Dasmariñas, Cavite Along J. Abad Santos Ave. Salawag Dasmariñas, Cavite June 2000 – April 2004
ELEMENTARY	Baptist Heritage Academy of Dasmariñas, Cavite Along J. Abad Santos Ave. Salawag Dasmariñas, Cavite June 1994 – April 2000

ACHIEVEMENTS

Recipient – PNU Entrance Scholarship Philippine Normal University- June 2004	L.E.T Passer November 2008
--	--------------------------------------

ORGANIZATIONS / AFFILIATIONS

Psychological Society Philippine Normal University Member 2004 - 2008	National Organization of Professional Teachers, Inc. Member
--	---

EXPERIENCES

- **Dasmariñas West National High School** (*Teacher III*)
Dasmariñas, Cavite
June 2009 - Present