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Research Article

Career Interest and Readiness among Grade 10 Students of A Private University in Cebu City

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ABSTRACT

This descriptive-correlational study aimed to identify the students' awareness regarding their career interests and career readiness regarding the learning experience, learning outcomes, and pre-college experience of Grade 10 students at a private university in Cebu City. Using Slovin's formula, there should be 206 respondents; however, 198 have participated. Also, several statistical treatments were applied to the study's findings. The findings regarding the profile and the career interests of the students, as well as their age, gender, total income, parents' educational attainment, and occupation, found no relationship. Another finding regarding the profile and career readiness revealed that both the mother and father's age and educational attainment have a significant relationship. Career interest and career readiness have a solid positive relationship. Thus, the finding shows that the relationship between the two variables is solid, and it also indicates that interest will influence the student's career readiness and how ready they are to step up to the next level of their studies. The findings disclosed that the student's career interest is a significant factor (computed value 14.4) in pursuing their major field of specialization, primarily supported by their career readiness. The more the student is interested in a particular field, the more the student is ready to pursue his dream career. Based on the findings and conclusion, it is suggested that all grade levels should be given a career interest survey and ready to think, prepare, and choose what career path they need to take in the future. As much as possible, parents should also play a significant role in selecting the students' careers so that they can guide their students in what career is best suited for them.

Keywords: *Career interest, Career readiness, Career guidance program, Grade 10 students, Cebu City*

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Introduction

As far as education is concerned, our country is now gearing up towards the globalization standard. Thus, the 21st-century educational system is now gearing the hi-tech and hi-touch environment for modern career development; one thing we can all count on is change (Aabala, 2017; Perdue, 2020). With the advent of technology, telecommunication, and e-commerce, how work is performed is in the state of re-invention. Self-employment and freelancers running online enterprises are a significant and growing segment of this sector, whose digital futures and opportunities (Reuschke et al., 2021). As a result, career changes will be more frequent because of the rapid changes in organizations and industries (Schien, 1996). Finally, the line between personal and professional life will become even more blurred. The modern world of work is rapidly changing, and we must keep up with the demands of our fast-paced lives and lifestyles.

Career interest, as explained in the study of Lent et al. (1994), is the formation and elaboration of career-relevant interests, which are connected to academics and choice of career in the future. Ornovetchii (2023) believed that career remains a central concept regardless of generation. Also, the modern idea of career is associated with professional and social development, wherein careers right now are shaped by economic, individualistic, and technological, leading to a new type of career called "polyvariant" (Boiko, 2023). However, multiple studies unveiled problems concerning the concept of career interest. When students ask about job opportunities during their studies, it can affect the quality of teaching, the chances to gain practical experience, and their grades (Wolley et al., 2003). Students sometimes do not provide precise or truthful answers to protect themselves. Another issue revealed in a study is that interests in investigation entrepreneurship and extraversion are negatively linked to career exploration (Nauta, 2007). Turkish undergraduate students must have a strong understanding of their academic career (Dağyar et al., 2020). Additionally, different research indicated the importance of career professionals and educators recognizing the significant impact of academic curricula on career development and promoting work experiences within and outside of the curriculum (Quinlan & Corbin, 2023).

The other study's concept is career readiness. It refers to attaining and demonstrating requisite competencies that prepare a student for a successful transition into the workplace or higher studies (Moore & Thaller, 2023). It also determines how much people are willing to exert effort to attain their career goals and achieve future success (Febriani et al., 2022). Even graduates think they are ready for their selected career; however, in one study, perceptions and attitudes toward writing skills remain challenging (Moore & Morton, 2017). Also, variables such as personal characteristics and circumstances, knowledge of self, decision-making, and prior experience contribute to the low readiness of their perceived carers (Sampson et al., 2013). Thus, a study found that once students are passionate about their interests and have made their career selections, they will diligently investigate, ready themselves, and strategize each necessary action to reach their desired vocation (Theodora et al., 2019).

In response to the above issues, this study aimed to identify Grade 10 students' awareness of their career interests at an early stage, determine the level of career interest and readiness of Grade 10 students before selecting a career track at the senior high level, and explore if the students' demographic profile contributed to their interest and readiness in their future careers.

Research Questions

This study aims to determine career interest and readiness among Grade 10 of a private university. The findings will serve as bases for a proposed career guidance program.

The following specific sub-problems will answer the main problem:

1. What is the profile of the students in the following aspects:
   1.1. age;
   1.2. gender;
   1.3. total income of both parents;
   1.4. highest educational attainment of the mother;

1.5. highest educational attainment of the father and
1.6. occupation of their parents?
2. What is the career interest of the Grade 10 students?
3. What is the level of career readiness of the students in the following aspects of development:
   3.1. learning experience;
   3.2. learning outcomes, and
   3.3. pre-college experiences?
4. Is there a significant relationship between the:
   4.1. profile of the students and their career interests;
   4.2. profile of the students and their career readiness, and
   4.3. relationship between career interest and readiness?
5. What recommendations can be proposed?

Methodology

This study utilized a descriptive-correlational design to determine the extent of the students' career interests and readiness. In this study, the student's career interest served as the independent variable that was clustered into 16 parts where the students had to record their first three highest scores to determine their career interest and readiness, which was categorized into three: learning experiences, learning outcomes, and pre-college experiences, which were affected by the student's factors such as age, gender, parents total income, highest educational attainment of both father and mother and parents occupation.

This study was conducted at a private university in Lahug, Cebu City. Also, the study targeted the junior high department since grade 10 students, who are the study's respondents, belonged. To obtain the sample number of respondents, the researchers used Slovin's Formula to determine the sample size of the students per section. Based on the formula, sections gathered the sample size, and the researcher created 206 students to answer the questionnaire. The researchers used a random generator to choose the students to avoid bias in selecting the list of students. However, during the data gathering, only 198 students answered the questionnaire and were retrieved by the researchers.

Table 1. Respondents of the Study

Respondents	N	n	Actual Responded
MABINI CAMPUS	**89**	**73**	**67**
Section A	44	36	33
Section B	45	37	34
LAHUG CAMPUS	**204**	**133**	**131**
Section A	44	29	26
Section B	38	25	24
Section C	40	27	27
Section D	40	27	27
Section E	42	28	27
Total	**293**	**206**	**198**

The descriptive-correlational method provided and gathered as much informative and relative evaluation as possible. This method includes the use of questionnaires. The tools used by the researcher are discussed. A validated and modified questionnaire will be used as the main data-gathering instrument for this study. It was divided into three main sections: the first part was to gather data about the profile of the respondents, which included age, gender, the total income of both parents, the highest educational attainment of the mother and father, and their parents' occupation. The second part has one section where respondents indicated how often the students prefer their career interests. There are 16 boxes in which the respondents were going to encircle items and list down the first three highest Career Clusters. This questionnaire was adapted from the Guidance

Division Survey, Oklahoma Department of Career and Technology Education (2005).

The third part of the tool is the Career Readiness, adopted by the Office of Community College Research and Leadership of Education at Illinois. It will be used to measure the level of career readiness of the Grade 10 students. The questions were structured using the Likert Format. In the survey type, five choices will be provided for every statement. The choices represent the respondent's degree of agreement on the given questions. The options for the responses are as follows: 5- Strongly Agree, 4- Agree, 3 – Neutral, 2 – Disagree, and 1- Strongly Disagree. However, the researcher wishes to clarify that there are a few modifications in the instruments because some are not applicable in the Philippine setting. The original authors of the instruments are all Americans, and some of the constructs in the instruments cannot be considered or used for the Philippine application.

Table 2. Parameters Limit for Career Readiness

Scale	Range	Interpretation
5	4.21 – 5.00	Very Much Ready
4	3.41 – 4.20	Ready
3	2.61 – 3.40	Moderately Ready
2	1.81 – 2.60	Not so Ready
1	1.00 – 1.80	Not Ready at All

In addition, this research instrument allowed the researchers to carry out the quantitative approach effectively using statistics for data interpretation. The researchers started by obtaining written permission from the Dean of the Graduate School to gain approval for the study to be conducted in the Junior High School Departments for both Lahug and Mabini Campuses of a private university. Next, the researcher wrote a transmittal letter to the Junior High School Principals of USPF offices on both the Lahug and Mabini campuses for permission and approval.

After the principals approved the letter, a letter was sent to each of the classroom advisers assigned to each section. The principals and teachers reproduced the questionnaires and personally administered them to the respondents. Aside from written instruction, oral instruction was supplemented by the respondents' assistance and guidance in answering the questionnaire. The respondents were given 30 minutes to read the directions and answer the questions.

Statistics is one way of organizing information. A statistical tool gave a general view of the study's scenario. This also includes the scaling system, a technique for monitoring the respondents' interpretation of facts. The Likert scale was used to interpret items in the questionnaire. These responses were based on the respondents. The raw data will be gathered, tallied, and collated.

The frequency count and simple percentage were utilized to determine the profile of the students in terms of age, gender, highest educational qualifications of parents, and occupations, as well as to determine the student's career interests. Also, the weighted mean will be used to determine students' readiness to choose their careers when categorized as learning experiences, learning outcomes, and pre-college experiences. Moreover, a Pearson correlation coefficient was used to evaluate the relationship between the profile and the student's career interest level. To test the relationship between the profile and the level of career readiness of the students, the coefficient and the relationship between career interests and career readiness of the students, the correlation coefficient using the Excel Analysis tool pack to compute the correlation between variables was used by the researchers.

Result and Discussion

Table 3 presents the profile of the Grade 10 students of a private university along with the following: Age, gender, total income, highest educational qualification of mother and father, and parents' occupation.

Table 3. Profile of the Grade 10 Students in terms of Age

Age	f	%
14 years old	10	**5.1**
15 years old	94	47.5
16 years old	79	39.9
17 years old	13	6.6
18 years old	1	0.5
20 years old	1	0.5
TOTAL	**198**	**10**

Regarding the students' age for both Lahug and Mabini Campuses, the majority of them, or 94 out of 198, are in the 15-year-old age bracket, which makes up 47.5% of the sample size. This data implies that some of this group of students start their elementary years early.

This data is followed by the students who belong to the 16-year-old age bracket, of which there are 79 out of 198. This implies that this age bracket consists of those who have mostly completed their junior high school year or are graduating students.

One out of 198 students belongs to the 18— and 20-age brackets, respectively. This number represents 0.5% of the sample size. The small group of students in the Grade 10 class tells us that these students might stop their studies.

Therefore, based on the students' profiles and ages, the students who belong to the Grade 10 class are between the ages of 15 and 16.

This data followed the students who belong to the age bracket of 17 years old, of which 13 out of 198 students make up 6.6% of the sample size. Moreover, the students who belong to the age bracket of 14 years old make up 10 out of 198 students, which makes up 5.1% of the sample size. This date implies that this group of students started their elementary years as early as five years of age or achievers from their class who are promoted to the next stage or level of their study.

Table 4. Profile of the Grade 10 Students in terms of Gender

Gender	**f**	**%**
Male	102	***51.5***
Female	96	48.5
TOTAL	**198**	**100**

Regarding the gender of the Grade 10 students, 102 males make up 51.5 % of the sample size, and 96 Female students out of 198 students make up 48.5%. Therefore, it is concluded that most of the respondents from both the Lahug and Mabini campuses are Male students.

Table 5. Profile of the Grade 10 Students in terms of Total Income of both Parent

Income	**f**	**%**
P5,000.00 - P 10,000.00	41	20.7
P10,001.00 - P 15,000.00	21	10.6
P 15, 001.00 – P 20, 000.00	42	21.2
P 20,001.00 – P 25, 000 .00	24	12.1
P25,001.00 – P 30,000.00	22	11.1
P 30,001- ABOVE	35	17.7
Not Specified (Confidential)	13	6.6
TOTAL	**198**	**100%**

In the aspects of the total income of both Parents of the Grade 10 Students, the majority of the group says that 42 out of 198 students' total income from their parents ranges from P15,001 – 20,000, making 21.2% of the average income of the sample size. This data followed 41 out of 198 students who say that their parent's total income ranges from P5000 – 10,000, which makes up 20.7% of the sample size. 35 out of 198 students say that their parents' total income ranges from P30, 001 – above, which makes up 17.7% of the sample size. There are 24 out of 198 students who say that their parent's total income ranges from P20, 001 – P25 000, which makes up 12.1% of the sample size. Moreover, 22 out of 198 students also say that their parents' total income ranges from P25,001- P30,000, which makes up 11.1% of the sample size. Twenty-one students say that their parent's total income ranges from P10, 001 – P15 000, which makes up 20.7% of the sample size. Furthermore, some students are numb in telling the total income of their parents; 13 out of 198 say nothing about their parent's income, which makes up 6.6% of the sample size.

Therefore, regarding the total income of the parents of Grade 10 students, it is safe to conclude that most have an average salary range between P15,001 – P20,000, but some still have higher incomes than others.

Table 6. Profile of the Grade 10 Students in Terms of Highest Educational Attainment of Mother

Educational Attainment	f	%
PHD / EDD	0	0.0
Master's Degree with PHD/ EDD Units	0	0.0
Master's Degree	9	4.6
College Grad	80	40.4
College Level	58	29.3
Hs Grad	36	18.2
HS Level	4	2.02
Elem Grad	4	2.02
Not Specified (Confidential)	7	3.54
TOTAL	**198**	**100**

Concerning the Highest Educational Attainment of the Mother, the majority of the 198 students say that their mothers are college graduates, and 80 make up 40.4% of the sample size. However, it is close to the mothers who did not finish their studies in college because 58 of them have mothers who are at the college level only, which makes up 29.3% of the sample size.

There are 36 out of 198 students who say that their mother is only a High School Graduate, which makes up 18.2% of the sample size. This implies that their mother did not reach their college life. Among the group, there are seven students, or 3.54%, who did not specify the educational qualifications of their mother. Furthermore, 9 of them say that their mother is a Master's Degree holder, which makes up 4.6% of the sample size. However, 4 out of 198 students say that their mother is only a High School level and Elementary graduate, respectively, which makes up 2.02% of the sample size.

Therefore, regarding their mothers' educational qualifications, it is safe to say that most mothers of Grade 10 students are College Graduates.

Table 7. Profile of the Grade 10 Students in terms of Highest Educational Attainment of Father

VARIABLE	f	%
PHD / EDD	0	0.0
Master's Degree with PHD/ EDD Units	0	0.0
Master's Degree	7	3.54

VARIABLE	f	%
College Grad	109	55.05
College Level	42	21.21
Hs Grad	23	11.62
HS Level	8	4.04
Elem Grad	1	0.51
Not Specified(Confidential)	8	4.04
TOTAL	**198**	**100%**

Regarding the Highest Educational Attainment of their fathers, most are those fathers who are College graduates. This number makes up 109 out of 198 students who say their fathers were College Graduates, which is 55.05% of the sample size. However, 7 of the students said that their fathers were Master's Degree holders, which makes up 3.54% of the sample size. There are 42 out of 198 students who say that their fathers only reached the college level but did not finish their studies, which makes up 21.21% of the sample size. Furthermore, 23 of them said that their father had only graduated from high school, which made up 11.62% of the sample size. However, some fathers still did not finish their High School years, and 8 of them revealed that they make up 4.04% of the sample size. However, eight students did not specify the educational attainment of their father, which makes up 4.04% of the sample size. Notably, only one (1) says their father is only an Elementary Graduate. Therefore, regarding the Highest Educational Attainment of their father, it is safe to conclude that most of their fathers finished their studies in college.

Table 8. Profile of the Grade 10 Students in Terms of Occupation Clusters of Parents

Occupation Clusters of Parents	f	%
Agribusiness and Food Technology	7	1.77
Arts, Entertainment, Publishing and Broadcasting	3	0.76
Building, Landscape and Construction Design	2	0.51
Engineering, Architecture, and Related Sciences	33	8.33
Health Care and Medical Science (Nurses, Midwife, Doctors, Caregiver)	8	2.02
Information Management and Computing /BPO	3	0.76
BPO, Call Center Agents	7	1.77
Managerial, Sales, Marketing, and HR	24	6.06
Mathematics, Statistics, Data, Office and Accounting	14	3.54
Military Services (AFP, NAVAL, Air Force, PNP & etc.)	12	3.03
Teaching /Education	4	1.01
Social Services	3	0.76
Public Safety and Domestic Security	4	1.01
Skilled Production Workers: Technicians /Maintenance, Operators, Trades, Installers and Repairers	12	3.03
Transportation, Logistics, and Planning	8	2.02
Self Employed	8	2.02
Unemployed (Housewife/househusband)	104	26.26
Government Employee	16	4.04
OFW/Working Abroad	19	4.80
Business Related	83	20.96
Not Specified	11	2.78
Deceased	11	2.78

Regarding the occupation of both parents, the majority of the students show that 26.26% have no occupation or are still unemployed. This implies that most of their parents are full-time homemakers or househusbands who stay home to care for their children. The data showed that their parents are engaged in their own business, which makes up 20.96% of the group. Furthermore, 8.33% of the group said their parents were also from the occupation cluster of engineering/architecture or related sciences.

Therefore, in terms of the occupation of parents of the students, it is safe to conclude that most of their parents do not have a job nor are employed in several companies, and the majority of them only stay at home because some of them would also have their businesses.

Table 9. Career Interests of the Grade 10 Students

	CAREER CLUSTER	f	%	Degree	Rank
1	Agriculture, Food & Natural Resources	38	6.4	Medium Interest	9
2	Architecture & Construction	42	7.1	Medium Interest	5
3	Arts,A/V Technology & Construction	21	3.5	Medium Interest	12
4	Business Management & Administration	4	0.7	Low Interest	16
5	Education & Training	52	8.8	High Interest	***3***
6	Finance	19	3.2	Medium Interest	13
7	Government & Public Administration	44	7.4	Medium Interest	4
8	Health Science	74	12.5	High Interest	***1***
9	Hospitality & Tourism	19	3.2	Low Interest	14
10	Human Services	69	11.6	High Interest	***2***
11	Information Technology	36	6.1	Medium Interest	11
12	Law, Public Safety, Corrections & Security	38	6.4	Medium Interest	10
13	Manufacturing	17	2.9	Low Interest	15
14	Marketing	42	7.1	Medium Interest	6
15	Science, Technology, Engineering & Mathematics	40	6.7	Medium Interest	7
16	Transportation, Distribution & Logistics	39	6.6	Medium Interest	8
	Total	594	100%		

Legend:

Rank	1-3	High Interest
	4-13	Medium Interest
	14-16	Lowest Interest

Regarding the student's career interests, the data shows the top 3 highest career interest clusters of the Grade 10 students. The data shows that health science is at the top of the student's interest, making up 12.5% of the sample size. The data is followed by the second most interested career of the students in the cluster of Human Service, which makes up 11.6% of the sample size. Furthermore, the third most exciting career is education and training, which makes up 8.8% of the sample size. While Agriculture, Food & Natural Science; Agriculture and Construction; Arts, A/V Tech & Construction; Finance, Government & Public Administration; Law, Public Safety, Corrections & Security; Marketing; Science & Technology, Engineering & Mathematics; and Transportation, Distribution and Logistics are scaled as Medium Degree. The least chosen career interest clusters are Business Management & Administration, Hospitality & Tourism, and Manufacturing. Students can take the Senior High School track in ABM and prepare to take the Business Administration programs in college.

Therefore, regarding the student's career interests, it is safe to conclude that the students are more interested in Health Sciences. Thus, this group of students is more particular about participating in activities related to health and

science classes and wants to help sick people and animals. This group of students could choose among the health sciences programs they want to take at their tertiary levels, such as BS Nursing, BS Pharmacy, Midwifery, Nursing Aide, Medicine, Veterinary, and other related courses in health sciences.

Table 10. Summary of the Level of Career Readiness of the Grade 10 Students

Career Readiness	Weighted Mean Average	Interpretation
1. Learning Experiences	3.63	Ready
2. Learning Outcomes	3.71	Ready
3. Pre College-Experiences	3.77	Ready
OVERALL MEAN	**3.70**	**READY**

The overall rating shows how much the students are ready to choose their career; based on the table above, it is rated 3.70, interpreted as Ready. This data suggests that the students are prepared to pursue their careers and explore the next level of their studies.

In all three areas, it is shown that the pre-college experience got the highest score, 3.77. This data tells us that the students' pre-existing years could contribute significantly to preparing them for their career track. It also serves as one of the contributing factors to how the students are being prepared for their future. Their experiences in school could influence them in preparing for the next chapter of their studies, which is choosing the right career and following the right path at the Senior High School level. Career plans for students, according to Pascual (2014), must be made continuously and should start at an earlier grade level to help students thoroughly identify the course that is suitable for them.

Table 11. Test of Significant Relationship between the Students' Profile and Career Readiness of the Grade 10 Students

Profile Variables Correlated with Career Readiness	r	Degree of Association	The computed value of t	Critical Value @ .05	Decision	Interpretation
Age	0.82	Very Strong Positive Relationship	20.05	1.6526	Reject null H_o	There is a significant relationship
Total Income of both Parents	-0.04	No or Negligible Correlation	-0.56	1.6526	Do not reject the H_o	There is no significant relationship
Highest Education Qualification of Mother	0.73	Very Strong Positive Relationship	15.06	1.6526	Reject null H_o	There is a significant relationship
Highest Educational Qualification of Father	0.41	Strong Positive Relationship	6.36	1.6526	Reject null H_o	There is a significant relationship
Occupation of Parents	-0.97	Strong Positive Relationship	-54.56	1.6526	Do not reject the H_o	There is no significant relationship

The age of the Grade 10 students was tested for significant association with their career readiness. The computed value (t) is 20.05, and the critical value is 1.6562. This shows that the computed is greater than the critical value. The significance level is 20.05 @ 0.05, which means rejecting the null hypothesis. Therefore, there is a significant relationship between the age of

a grade 10 student and career readiness. In the online publication by Quint et al. (2013), the potential impact of college readiness "bridge" programs could be more significant if they started after high school and adopted a long-term approach.

The total income of both parents was tested for a significant relationship with career readiness. The table shows the computed value is -.04, and the critical value is 1.6562. The data failed to reject the null hypothesis. Therefore, there is no significant relationship between the parents' total income and the student's career readiness.

Their mother's highest educational attainment was tested for a significant relationship with career readiness. The table shows that the computed value of t is 15.06, with a critical value of 1.6562. This indicates that the null hypothesis is not accepted. Therefore, a significant relationship exists between their mothers' highest educational attainment and their career readiness.

Their father's highest educational attainment was also tested for a significant relationship with career readiness. The data shows that the computed value of t is 6.36, and the critical is 1.6562. The data shows that the significance level is higher than the critical value, meaning the null hypothesis is not accepted. Therefore, the degree relationship between their fathers' highest educational attainment and their career readiness is significant.

Their parents' occupations and the students' career readiness were also tested for significant relationships. The table shows that the computed value of t is -54.56, and the critical value is 1.6562, which means the data was not rejected. Therefore, there is no significant relationship between parents' occupations and the student's career interests. Henderson et al. (1994) noted that the most accurate predictor of student achievement is the extent to which the family is involved in their education. In such a way, the families behave and interact with their children, including the relationship between parent's involvement and student's achievement from a family perspective, characteristics of families as learning environments and their effects on student's performance in class, and cultural mismatch.

Table 12. Test of Significant Relationship between the Career Interest and Readiness of the Grade 10 Students

Variables Correlated	r	Degree of Association	Computed value or t	Critical Value @ .05	Decision	Interpretation
Career Interest versus Career Readiness	0.71	Higher/ Very Strong Positive Relationship	14.4	1.6526	Reject the Ho	There is a significant relationship

As seen in Table 12, the computed value is 14.4, and the critical value is 1.6562. There is enough evidence to reject the null hypothesis. Therefore, there is a significant relationship between career interest and the level of career readiness of the grade 10 students. The computed r is 0.71, showing a Very Strong Positive Relationship between the two variables.

This implies that the student's career interest is the best indicator of how they are ready for the next level. The more interested the student is in a particular career, the more they are prepared to step up and choose the best career suited to their interest. Career choice readiness did not predict immediate satisfaction with the inventory interpretation nor cognitive retention of the inventory results. It emphasizes the differential use of interest inventory results based on the client's degree of career choice readiness. Research conducted by Theodora et al. (2019) revealed that career interest significantly impacts career readiness. The study found that self-interest contributes 32.4% of the influence on career readiness. Other studies found that career readiness has a positive employment relationship (Gates et al., 2018), the heightened value of career counseling contributes to career awareness (Lau et al.,

2020), and work readiness skills, career self-efficacy, and career exploration have a positive significant relationship, as per the study in Malaysia (Makki et al., 2015).

Conclusion

The findings disclosed that the student's career interest is a significant factor in pursuing their major field of specialization, primarily because their career readiness supports this. The more the student is interested in a particular field, the more the student is ready to pursue his dream career. Their age and gender do not influence these, as do the total income of their parents and even their occupation. This study proves that other variables not covered are associated with their career interest and readiness.

Recommendations

Based on the research findings and conclusions, it is suggested that students in other grade levels should undergo a career interest survey to help them make informed decisions about their future career paths, especially senior high school students. Parents should also be involved in the career guidance process to ensure they are informed about their children's test results. Additionally, further exploration of factors influencing students' career interests is advised, including conducting similar studies in public, sectarian, and non-sectarian schools to assist teachers and guidance counselors craft a career path seminar.

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