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Research Article

Career Decisions and Dilemmas of Senior High School Students in Disadvantaged Schools: Towards the Development of A Proposed Career Guidance Program

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ABSTRACT

Choosing a career path is one of the most significant decision an individual will make. This quantitative research utilizing both comparative and correlational approaches aimed to assess and describe the career decisions and dilemmas of senior high school students in disadvantaged schools. Respondents in this study were 831 Grade 11 students from four schools who shared a common characteristic. Results show that respondents are aware of the need to make career decisions, there are significant differences between the assessment of the respondents in terms of awareness on the need to make career decisions when grouped according to age and sex. In terms of career decision-making, the respondents have high perceptions; there are significant differences between the assessment of the respondents in terms of their perception on career decision-making when grouped according to age and sex: there is a significant relationship between the respondents' awareness of the need to make career decisions and their career decision-making. And a career guidance program is essential to guide students on their career decisions. The respondents are also aware on the dilemmas they are facing in terms of decision-making. Career decision making has a well-defined influence on a student's future. Thus, parents and the career guidance counselor should continue informing and guiding the students about the significance of choosing a career path.

Keywords: *awareness, career decision, career guidance*

Introduction

The importance of career decision and preference among senior high school students cannot be over-emphasized. The majority of students in this stage are adolescents who are moving adulthood. According to Encarta

(2009), an adolescent is "a person in the era before adulthood, who has entered puberty but is not yet an adult." The individual is going through adolescence. According to a comprehensive research done in America by Remmers and Raddler (2007), quoted in Horrocks

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(2012), one-third of students expected to be working within six months of graduating from high school.

less about how to choose a profession, prepare for it, and establish yourself in it.

"A job is a kind of work and a career is time spent in one type of job area of interest" (Kelly-Plate & Volz-Patton, 2001, p.13). While still in senior high school, most students receive minimal assistance in deciding on a career path. They are frequently molded by the media, peers, and a lack of understanding of what they are most interested in or motivated to do. Most of them may be unsure of where to seek assistance in deciding on a career path. At this stage, students should be guided to allow them to have a feasible and clarified plans because it will be difficult to have a clear perspective of their selves.

It is critical to consider or make a decision on one's career. According to Fry, Stoner, and Hattwick (2008), it is never too early in high school to start thinking about careers. Some students may do have a clear professional path in their minds, while others may have no idea which job path is best for them. Fry et. al, "Even if you're a freshman or sophomore, now is the time to start thinking about your life beyond college," added (p.561)

For a variety of reasons, people like and choose employment. Many people look for well-paying employment because they need money for necessities like food, clothing, housing, education, amusement, and so on. Work helps many people in defining their identities and own appraisal of their selves. (Thio, 2009). They regard themselves as persons who are responsible, efficient, and capable of being compensated for their services. People are proud of the work they produce. They also like the sense of accomplishment that comes along with doing good work.

People like putting their abilities and talents to use, as well as working hard to better them. People labor in order to be useful, and they believe that by working, they are giving their fair share to the progress of society. They may work to provide for themselves and their families or to assist others in society. The majority of people prefer and choose careers that allow them to engage with others. Journalism,

teaching, and selling, for example, allow you to interact with a large number of individuals. They dislike being alone for long periods of time. Their job allows them to interact with others and speak with them.

Work clearly satisfies a variety of vital requirements, and even individuals who became wealthy overnight continue to work. Because no single profession can satisfy all demands, the appropriate career can be extremely satisfying in its own right, which is why it is critical to consider one's own wants, necessities, interests, and abilities before making a decision. It is not necessary to make a comical statement about one's preferred job path. Working should not be merely a means of filling one's time. "People with rewarding occupations have better mental health than those with less satisfying work," according to O'Toole (Thio, 2009, p.444). As a result, those who are satisfied with their occupations have greater physical health and live longer. Although nutritional balance, regular exercise, medical care, and genes all have a role in the development of heart disease, job dissatisfaction is more strongly associated to death.

Rao, as described by Kankam and Onivehu (2000), listed two factors that necessitate guidance and counseling services or activities in public secondary schools, one of which is the making of academic decisions and preferences, which impacts one's occupational destiny.

The United States of America is where vocational assistance began. The emergence of occupational advice services spawned educational guidance. The Vocational Bureau of Boston was established in 1908 under the direction of Frank Parsons, to guide young men in determining their vocational interests and aptitudes (Fruehling, 2008). As a result of Parsons' ideas, guidance became more popular.

Brewer, as referenced by Archer (2007), identified four factors that operate together to initiate and develop vocational guidance. These include the division of labor, technological advancements, the expansion of vocational education, and the development of modern democratic systems. The four variables described above, however, were exacerbated by the First World War, which resulted in a scarcity of skilled labor. Though vocational/technical

education in Asia dates back to the 19th century, when the Basel and the Wesleyan missionaries switched from reading, writing, and arithmetic - to agricultural and technical education (Hama, 2003), guiding in Asia began in 1855. Its goal was to meet the needs of unemployed middle school dropouts under the age of twenty (Ackummey, 2003).

Students' career options and preferences are heavily influenced by their job search, career planning, and decision on what they prefer. When it comes to making professional selections and preferences, many students encounter ambiguity and stress. Many of them don't do enough research on their own careers and don't get enough assistance from their school guidance counselors. The majority of them are oblivious to the factors that influence their employment choices. Many young people enter unsuitable employment as a result of lack of vocational guidance and career counseling, as well as being ignorant, lack of experience, advice from friends, parents, and teachers, and peer pressure.

Laweran (2007) investigated the efficiency of career counselling in public secondary schools in the National Capital Region's Metropolitan District. He came to the conclusion that the most of students were unaware of the major occupational groups in the NCR, did not have a better understanding of the training and qualifications required for employment in various occupations, did not have a clear mindset of their career; their interests, aptitudes, and abilities, and did not have a full comprehension of the conditions of work, earning, and other rewards of occupation. This obviously demonstrates that many of them were unconcerned about their future professional prospects. This situation makes one wonder if they are receiving adequate advise on possible occupations related to the programs they are pursuing.

Without a doubt, a country's development is determined by its citizens' degree of development. The Philippines is one of Asia's poorest countries, with an unemployment rate of 33.8 percent. Furthermore, according to a 2015 poll conducted by the Department of Labor and Employment (DOLE), the majority of the country's unemployed are young (DOLE, 2015). Despite having passed Grade 10 with honors, a number

of these youth are unable to land a job after finishing their education. They're stuck at home, unfortunately, doing nothing. They are unable to acquire employment or make preparations to continue their education. The DOLE stated that the unemployment rate for those aged 15 to 24 years is between 46 and 65 percent. Adolescents and young adults make up this age group. For any country, this is a highly concerning rate. Unemployment, according to Gonzo and Plattner (2003), what adds to poverty, which also contributes to a slew of other psychological impacts people that are unemployed. What factors, in comparison to other adjacent countries, contribute to the country's high unemployment rate, particularly among the youth?

Also, what can academics do to help reduce the high rate of unemployment among our youth?

Unemployment could be caused by a variety of factors. One cause, can be that the economic state of the country is not able to provide adequate work for all of the country's young people. Another issue could be a lack of funding for people who want to continue their education. Unemployment may also be due to the fact that young people are not always motivated to seek jobs. Many young individuals, even after finishing Grade 12 with outstanding grades and showing great promise for the future, appear to be waiting for jobs to come to them. It's possible that some of them have been dormant for a long time.

People can suffer psychologically from long periods of waiting and inaction. According to Gonzo and Plattner (2003), long-term unemployment causes people's hope to diminish, which leads to depression. Changes must be made in order to boost our youth's work prospects, as well as the country's overall employment prospects. Tomorrow's employees and employers are today's pupils (Jacobs, van Jaarsveld, & van Mollendorf, 2011). As a result, healthy student development is critical now and in the future.

According to research, a lack of adequate career counselling in public schools may contribute to increased youth unemployment. The purpose of career counselling is to assist young people in making better decisions about their

careers in the future and other goals in life (Stead & Watson, 2009; Osipow, 2013; Sharf, 2012; Hayes & Hopson, 2007).

In Pampanga, during the Mt. Pinatubo “catastrophic event,” career guidance was not seen as something significant, much more in disadvantaged public secondary schools. Similarly in the case in Bacolor, Pampanga, which went through the same ordeal of Mt. Pantubo’s wrath (NDRCCMM, 2011). In both contexts, career guidance was neglected in public secondary schools. According to Stead and Watson (2009), a study of first-year students at colleges in the National Capital Region revealed the previous administration's failure to give career assistance in impoverished public schools in Pampanga, notably in Bacolor. Students from Pampanga's poor public secondary schools were found to be not able to choose study paths at their tertiary level. This the status of career counselling in schools has not altered significantly in recent years. As a result, most Pampangueos and Bicoloreos were never instructed about the necessity of choosing a vocation through school guidance, and hence were never provided with the opportunity to make wise career options and choices. The scenario is still the same today, particularly at public secondary schools in rural areas. The youth are not informed enough to make this significant choice in their lives.

Career choice, according to Brown, Brooks, and Associates (2006), is an act that represents people's motivation. This move will encourage them to strive hard to attain their objectives. Career coaching in schools could help students become more self-conscious as well as more aware of job options (Sharf, 2012; Hayes & Hopson, 2007; Brown et al., 2006). Brown et al. (2006) hypothesized that people who are better educated about potential career decisions and choices, as well as their own capabilities, have a higher probability of choosing and deciding on careers. As a result, it is critical to provide career guidance and counseling in schools beginning in primary school (Gladding, 2006; Hayes & Hopson, 2007).

Ginzberg and Lumin et al. al. (2006) viewed vocational decision-making and choosing as a developmental process that occurs over the

course of a person's lifetime (Crites, 2009). According to Ginzberg, as described by Gothard, 2005, career decision and choosing, or occupational choice, is a multi-year process. This suggests that picking a career is a process that begins in early childhood with fantasies about different careers and continues until a person quits in maturity. As a person grows older, his or her occupational growth broadens as he or she learns more about himself or herself as well as the requirements of a given work. This is why, in order to help the development process, career education or advice must begin as early as possible. The need to educate children for the development of their social and economic conditions through career advice, according to Wahl and Blockburst (2010), should not be only be available in their secondary years, but should be a part of the entire school experience.

Political figures, economists, companies, professors, and even the Philippine Commission on Higher Education (CHED) are urging students to pursue more difficult disciplines, such as math and science. However, the relevance of career counselling and its role in decision-making is often overlooked in mathematics and science. Various schools have also requested that the Department of Education (DepEd) fill them with more trained Math and Science teachers. This is accomplished without the need for a career advice teacher to prepare pupils for the difficult task of picking specific career paths. Students, on the other hand, are afraid of failing Mathematics and Science classes since they never learnt to believe in themselves. The majority of them are completely unaware of their abilities and interests, let alone how they relate to their professional choices. Jacobs et al. (2001) emphasize the need of instilling in young people the personal qualities necessary for success in any profession. It will be difficult for pupils to imagine themselves succeeding in topics that they believe to be tough, such as Mathematics and Science, unless they are aware of and possess most of these attributes.

Student may end up on not properly selecting the significant and necessary subjects for the development of the country since it is not being recognized as important for their future.

Senior high school pupils who are unaware of university or college prerequisites and the rationale for those required documents will not pursue their studies during the school years. As a result, students often leave school with no notion what they want to do with their lives and hope that some divine force would save them from unemployment.

The cultural context in which these elements are present, learned, and copied from must be considered while making a career selection. Another culture may not agree with what one culture considers a significant factor (Kerka, 2008). Interests, abilities, personalities, and socioeconomic circumstances, including culture, all have a role in career growth (Stead & Watson, 2009).

As a result, it is necessary to acknowledge that culture influences people's professional decisions.

Many factors, including intrinsic, extrinsic, and interpersonal aspects, influence adolescent career preference. Intellectual capacity, aptitudes, the school, their family, personality, esteem, values, interests, and environmental influences, according to Kankam & Onivehu (2000), are all elements that influence people's profession choices. Intellectual capacity, aptitudes, the school, family, personality, self-concept and self-esteem, values, interest, and environmental forms, according to Bedu-Addo (2000). Taylor and Buku (2006) list abilities, needs, and interests, as well as stereotypes and status, values, school/educational success, family/parental, placement, and aspiration. People's interests, abilities, and personalities, people's occupational preferences, life and work satisfaction, and employment variables are all elements that influence people's career inclinations, according to Mankoe (2007).

Jones and Larke (2001) investigated the characteristics that influence African American and Hispanic graduates of a Land-grant College of Agriculture's employment choices. The populace found themselves cognitively qualified for certain fields but unable to complete their education due to a lack of funds. His findings on the lack of financial resources to complete their training were similar to those of Amedzor (2003) and Myburgh (2003). (2005). The current effort was related to the research design,

data gathering process, and areas of judging students' preferences.

Factors Shaping Adolescents and Young Adults' Career Preferences in Rural Pennsylvania was investigated by Ferry (2006). The qualitative research presented here looked into the elements that influence rural high school seniors' and young adults' employment choices. Data was collected from 12 focus groups in 11 rural counties in central Pennsylvania utilizing purposeful sampling and interviews. Family and community cultural and social contexts were discovered to be important in how youth learn about jobs and influence the selection process. The youth's opinions of proper job preference were tinted and shaped by the broader community's economic and social situations. Extension tactics that target parents and the community in order to improve their involvement in young people's career choices can help them make better choices. Borchert's work was comparable to this (2002). It did, however, rely on interviews and a focus group. The present work was relevant to the domains of assessing pupils' preferences.

Annan (2006) utilized a descriptive survey approach to investigate factors influencing senior secondary school students' job preferences in Shama Ahanta East Metropolis. Personality was shown to be the most powerful component in shaping job preferences among senior secondary students in Ahanta East Metropolis, with significant others being the least influential factor. Adolescents struggle to pick a career, and there was a gender bias in male adolescent career preference when compared to female peers. In terms of objective, approach, and target group, it was similar to Borchert (2002), Amedzor (2003), Adjin (2004), Annan (2006), and Edwards and Quinter (2011). The study's methodology and objective are relevant to the current project.

Factors Shaping Students Career Preferences among Public Secondary School Students in Kisumu Municipality, Kenya was investigated by Edwards and Quinter (2011). The goal of the research was to look at the factors that influence students' job choices in Kenya's Kisumu municipality. With a population of 332 students, the study used a descriptive survey approach. Questionnaires and interview

schedules were used to collect data for this investigation. According to the conclusions of this study, the availability of progression prospects and learning experiences are the most critical elements influencing students' job preferences. Females, on the other hand, cited the availability of development opportunities and the ability to use skills as the most influential elements, while males cited learning experiences and career flexibility as the most influential aspects. However, no differences were found when it came to people deciding on a job path based on their gender. The study's methodology and objective are relevant to the current project.

Mostert et al. (2011) looked into the characteristics that influenced adolescent career choices at a public institution. A questionnaire was used, and 503 students were asked to fill it up. The goal was to identify factors that hampered or aided those students in choosing appropriate career choices.

On the question of "who had the biggest influence on your choice of study" (Mostert, et al, 2012:10), 40% of students said their parents had the most influence on their profession decision. Friends, instructors, and other family members were also influential in the students' job decisions. Surprisingly, just 15% of the students stated that it was their own decision (Mostert, 2011). This could be explained by the fact that the majority of the pupils were from low-income families. People from low socioeconomic origins, according to Wahl and Blockhurst (2000), have reduced access to information regarding employment choices. When asked where they acquired information about possible occupations or study courses, 44 percent of pupils said they learned it from their professors. Friends and the media, according to the remainder of the group. Only a few people said their parents were a good source of information when it came to making career decisions (Mostert, et al, 2011). Students with well-educated parents said that their primary sources of information were their families and the media. Students whose parents had a lesser degree of education said their peers were their main source of information.

According to Mostert et al (2011), financial considerations (48%) hindered some students from pursuing the vocation of their choice. The

absence of information was the other stumbling block (35%). Some students stated that university prerequisites were also a factor in their inability to enroll in certain jobs. Finance was not a barrier for students whose parents had a good degree of education. This may be due to the fact that their parents are financially able to finance their studies. Students stated that if they had the money to study something else, they would not have chosen nursing. Students with parents who did not have a high school diploma reported their peers were their primary source of information.

According to Mostert et al (2011), financial concerns (48%) prevented some students from pursuing their chosen profession. Another stumbling factor was a lack of information (35 percent). University prerequisites, according to several students, were also a role in their incapacity to enroll in certain occupations. For pupils whose parents had a high level of education, money was not an issue. This could be attributed to the fact that their parents can afford to pay for their education. Students answered that they would not have chosen nursing if they had the financial means to do so.

Objectives

The study will be conducted to assess and describe the awareness and perception on career decisions among senior high school students of four public high schools in Bacolor, Pampanga during the academic year 2016-2017.

Specifically, it sought to answer the following:

1. How may the respondents be described in terms of age and gender?
2. How do the respondents describe their awareness of the need to make career decisions?
3. Are there significant differences between the assessment of the respondents in terms of their awareness on the needs to make career decisions when grouped according to age and gender?
4. How do the respondents perceive their career-decision making?
5. Are there significant differences between the assessment of the respondents in terms of their perceptions on career-decision

making when grouped according to age and gender?

6. Is there a significant relationship between the respondents' awareness of the need to make career decisions and their career decision-making?
7. Based on the findings of the study, what may be proposed to guide the students in their career-decision making?

Lumin's Career Development Theory

According to Lumin's view, choosing a career is a life-long process that occurs from childhood through adulthood (Langley, 2009). According to Lumin, career decisions are influenced by economic, social, environmental, and physical aspects, and are centered on matching an individual's strengths and interests with the profession. Changes in these elements may have an impact on how people build their careers and make decisions.

Lumin's idea is made up of various developmental stages during which people choose job decisions. During these stages of growth, the individual learns skills and matures to the point that he or she may make a career option.

Lumin's theory (as alluded to by Sharf, 2002) was developed in 1953 and consists of three novel components. Career development, self-concept, and career maturity are the three (Sharf, 2002). Over time, further constructs of Lumin's theory were developed from the initial ones, thanks to further research by Lumin and other scholars.

These are the values, life roles, and cultural context structures (Sharf, 2002; Osipow, 2003; Brown, et al, 2006; Lumin, Sverko & Lumin, 2005).

Methods

The study used quantitative research method. Specifically, the descriptive survey method will be used in gathering data and information to assess the awareness and perception on career decision of senior high school students of public secondary schools in Bacolor, Pampanga. Descriptive research (Gupta, 2011) intends to produce clear, logical answers to some questions or specific factual information.

The utilization of the descriptive method of research is appropriate for this study in addressing its task of describing the career decisions of senior high school students.

The respondents of the study were grade eleven students from Bacolor High School, Don Honorio Ventura Technological State University, Potrero High School and San Vicente Pilot School of the Philippines for Craftsmen, all were located in the town of Bacolor and City of San Fernando, Pampanga, Philippines.

The schools in question were chosen due to their historically disadvantaged histories. Literature demonstrates that pupils in underprivileged schools are not exposed to career assistance (Stead and Watson, 2009).

The presumption is that students from the aforementioned schools are not utilizing career guidance, and as a result, their professional development may be harmed. This means they may be under-aware of their own strengths and interests, as well as ill-prepared to make career selections.

The instrument that will be utilized is a closed-ended questionnaire that will be constructed by the researcher based on several related literature, notably Lumin's Career Development Theory, which will be the basis for the study.

There are 69 questions in the questionnaire. The questionnaire featured questions concerning self-awareness, awareness of the students' skills and requirements, awareness of own choices, and awareness of information/knowledge in the first section, which was about awareness. The sub-sections of the questionnaire were made up of the items listed above. As previously stated, the questions will be based on Lumin's Career Developmental Theory (Osipow, 2006; Gothard, 2005; Stead & Watson, 2009).

Students will be asked of their awareness of their abilities to decide on their career choices in the second part, decision-making; they will also be asked whether they are aware of who are they considering in making their career decisions; whether students prepare properly begin in their next phase, to work or any other kind of related activities; and if they have experienced difficulty in making decisions on career about their plans.

The questions are not organized according to Lumin's Development Theory's subjects. They're organized in a table fashion by primary subjects, such as awareness and decision-making, as well as their sub-topics. Finally, pupils (respondents) will be asked what they wish to do once they finish school. This question was posed to determine how prepared are they to make a decision on a job, further education, or the instant decision to begin working after completing their schooling.

The demographic data of the respondents is the focus of the third section of the questionnaire. It includes age-related questions for the responders. This question will be asked to determine which age groups the respondents belong to. There is a gender question that will be asked in order to differentiate between male and female responders in the survey. The goal is to have a 50/50 gender split among those who participate in the study. The children must also recognize their school's name. They must also state how many years they have attended the current school. One question is if their schools provide career counseling.

The researcher sought permission on the heads of the mentioned four schools. After the permission was granted, the researcher personally administered the questionnaire to the student-respondents.

After the administration, the researcher conducted interviews with some participants of the study regarding the topic under investigation. This was in the form of casual conversation so that the students will feel free to express their point of views regarding the topics.

In order to create cross-tabulations, frequency counts, and distributions, the data was analyzed using statistical measures given by the Statistical Package for the Social Sciences (Silverman, 2005). The presence or absence of correlations between the variables will be determined using this statistical metric. In order to have a better understanding of the study, many variables were connected with one another.

1. The profile of the respondents as to age and gender were treated with frequency count and percentage.

2. The assessment of the student-respondents on their awareness of the need to make career decisions were evaluated in terms of weighted mean. The following statistical range and descriptive ratings was applied:

Statistical Range	Descriptive Ratings
2.50-3.00	Strongly Agree-Much Aware
1.50-3.50	Agree-Aware
1.00-1.50	Disagree-Not Aware

3. In the test the significant differences between the assessments of the students regarding their awareness of the need to make career decisions, and their assessment on career-decision making when grouped according to their age and gender, t-test computations were applied.

4. In the test the significant relationship between the students' awareness of the need of making career decisions and their decision-making, the Pearson (r) computation was used.

Results and Discussion

Profile of the Respondents

Age of the Respondents

Table 1 presents the frequency and percent distribution of the ages of the respondents in the study. As can be gleaned on the table that most of the grade 11 respondents ages 16 and 17 years old with percent distribution of 36.70% and 52.11%. It can also be observed in table that there are 9.39% of the respondents' ages 18 years old. Further, it is worth noted that there are seven (7) student-respondents with 20 years of age and above.

Table 1. Frequency and Percent Distribution of Respondents' Age

Age	Frequency	Percent
16 yrs. old	305	36.70
17 yrs. old	433	52.11
18 yrs. old	78	9.39
19 yrs. old	8	0.96
20 year old-above	7	0.60
Total	831	100

Gender of the Respondents

Table 2 shows the frequency and percent distribution of the gender of the respondents. On this table, 60.29% of the respondents are females while 39.71% are males. It only manifest that there are more female grade 11 respondents than males selected in this study.

Table 2. Frequency and Percent Distribution of Respondents' Gender

Gender	Frequency	Percentage
Males	330	39.71
Females	501	60.29
Total	831	100

Respondents' Assessment of their Awareness of the Need of Making Career Decisions

Table 3. Assessment of the Grade 11 Respondents on their Awareness of the Need of Making Career Decision

Indicators	Weighted Mean	Verbal Description
1. I know who I am.	3.60	Strongly Agree
2. I know what I want.	3.47	Strongly Agree
3. I know what my dreams are	3.58	Strongly Agree
4. I am satisfied with the way in which I am carrying out my responsibilities at present.	3.18	Agree
5. What other people think about what I want to become correspond with what I think.	2.84	Agree
6. I know my strengths and weaknesses.	3.55	Strongly Agree
7. I have a positive image of myself.	3.38	Strongly Agree
8. I am confident that I can perform any tasks in my future career.	3.32	Strongly Agree
9. I would like to study further in order to obtain my future goals.	3.65	Strongly Agree
10. I would like to work after completing school.	3.73	Strongly Agree
11. I am not ready to make a career choice yet as I do not have enough information about myself.	2.54	Agree
12. I know how my abilities and interests might relate to different kinds of jobs.	3.29	Strongly Agree
13. I have the intellectual ability to make a success of the career I am interested in.	3.38	Strongly Agree
14. It seems that circumstances will force me to become what I do not want to be.	2.69	Agree
15. I like to work in occupation environment where I can be myself.	3.58	Strongly Agree
16. I know what my interests are.	3.60	Strongly Agree
17. I know what kind of job I want to do in the future.	3.50	Strongly Agree
18. I know a lot about available jobs in the market.	2.63	Agree
19. I think my school offers enough career guidance to help me to make a sound career decision.	3.28	Strongly Agree
20. I know what to do to obtain more information on possible careers.	3.20	Agree
21. I know what training is suitable for the career I am interested in.	3.29	Strongly Agree
22. I am not sure if my current choice of subjects at school is suitable for the career I have in mind.	2.75	Agree

Indicators	Weighted Mean	Verbal Description
23. I made special effort (e.g. enquiries, reading relevant literature) to obtain more information on the careers I am interested in.	3.04	Agree
24. I have used all available information resources to find out about careers.	2.94	Agree
25. There are limited information resources concerning career possibilities.	2.82	Agree
26. I know very little about the working requirements of different careers.	2.82	Agree
27. There are a lot of jobs options for me.	3.11	Agree
28. I have to study further in order to get the job I want.	3.69	Strongly Agree
29. I know where to look for a job.	2.93	Agree
30. I know how to look for a job.	3.02	Agree
31. It will be difficult for me to find a job because so many people are unemployed.	2.54	Agree
32. Self-employment is the answer for me as I consider myself as an entrepreneur.	3.08	Agree
33. I would like to choose an occupation, which will allow me to do what I like.	3.46	Strongly Agree
34. I would like to choose an occupation, which will allow me to do what I believe in.	3.47	Strongly Agree
Grand Mean	3.20	Agree

As reflected in the table 3, it shows that the respondents are aware of the importance of decision making in choosing their career track. The respondents strongly agreed that they know themselves, their strengths, weaknesses, abilities, interests, what they want and what they dream about with computed weighted means ranging from 3.26-4.00. Also, they strongly agreed that they like to work in occupation environment where they can be themselves with weighted mean value of 3.58. They strongly agreed that they would like work on a job, which will provide them to do what they like and allow them to do what they believe in as can be gleaned on the table with weighted means of 3.46 and 3.47 respectively. Furthermore, the respondents agreed on the following indicators for their awareness of the need of making career decisions: they are satisfied with the way in they are fulfilling their responsibilities at present with weighted mean of 3.18; what others perceive about what they want to become correspond with what they think with

computed weighted mean value of 2.84; circumstances will force them to become what they do not want to be with weighted mean value of 2.69. In addition, the respondents know where and how to look for a job as can be seen on the table with verbal description of “agree” and computed means values of 2.93 and 3.02 respectively. It can be observed on the table that the student-respondents have a verbal description of ‘strongly agree’ for 18 out of 34 indicators with weighted mean values from the interval of 3.26-4.00 and the remaining 16 indicators which they rated to be “agree” with weighted mean ranging from 2.51-3.25. In general, the respondents showed that they are much aware of the need of making career decisions with grand mean of 3.20.

This is similar to the study of Fry et.al (2008) that some students have clear direction in mind to which career is best for them because they see the importance of early awareness of which career they want to pursue in college.

Significant Differences between the Assessments of the Respondents in terms of their Awareness on the Needs to Make Career Decisions when Grouped according to Profile
Significant Differences between the Assessments of the Respondents in terms of their Awareness on the Needs to Make Career Decisions when Grouped according to Age

Table 4. Test for Significant Differences among the Assessments of the Respondents in terms of their Awareness on the Needs to Make Career Decisions when Grouped according to Age

Ages	Mean	Sd	df	F	p-value	Decision
16	3.15	0.23				
17	2.23	0.28				
18	3.30	0.25	5	4.022	0.002	Reject Ho
19	3.62	0.00				
20- above	3.32	0.58				

Observing the mean depicted in Table 5, it clearly shows that the assessments of the respondents on their awareness to the need of career decision making when grouped according to their ages vary. To test if this variation is significant, the computed t-value of 4.022 with degrees of freedom of 4 and p-value of 0.002 are shown in the table. This means that there are significant differences among the assessments made by the respondents in terms of their awareness on the needs to make career decisions when grouped according to age. The null hypothesis is rejected since the p-value of 0.002 is less than 0.05 level of significance and

this only means that the awareness of the grade 11 respondents on the need of career decision making varies according to their ages.

This supports the claim of Quinter (2011) that one of the factors on students' awareness of career preference is their age. In his study, it showed that the senior and junior students found to be more aware as compared to the freshman and sophomore students. With this, it only shows that there are significant variations among the students' awareness of the need of career decision making when age is being considered.

Significant Difference between the Assessment of the Respondents in terms of their Awareness on the Needs to Make Career Decisions when Grouped according to Gender

Table 5. Test for Significant Differences among the Assessments of the Respondents in terms of their Awareness on the Needs to Make Career Decisions when Grouped according to Gender

Gender	Mean	Sd	df	t	p-value	Decision
Male	3.27	0.26				
			829	2.867	0.004	Reject Ho
Female	3.17	0.26				

Table 5 shows the test for significant difference on respondents' awareness on the needs to make career decisions when grouped according to their gender. On this table, the computed means for the assessment of awareness of the said variable for males and females are 3.27 and 3.17 respectively with the same computed standard deviation of 0.26. The null hypothesis is rejected since the p-value of 0.004 is lower than 0.05 level of significance. This

manifests that there is a significant difference between male and female students when it comes to their awareness of the need to make career decisions. Furthermore, the awareness of male grade 11 respondents is different from females.

The result obtained in this study is similar to the results found by Borchert (2002), Amedzor (2003), Adjin (2004), Annan (2006) and Edwards and Quinter (2011) that

adolescent males have different perspectives preference as compared to female counter- when it comes to their awareness on career parts.

Respondents' Perception of their Career Decision Making

Table 6. Respondents' Assessment of their Perception on their Career Decision Making

Indicators	Weighted Mean	Verbal Description
1. I do really know how to make a career decision.	2.33	Disagree
2. I often change my mind about my choice of career.	2.69	Agree
3. I keep on postponing my career decision for later.	2.31	Disagree
4. I have a clear goal in mind about my choice of career.	3.15	Agree
5. I find it difficult to decide on what important concerning things what are of importance to my future career.	2.80	Agree
6. I am an effective decision-maker.	2.91	Agree
7. When I am making important decision, my aims/goals seem unclear.	2.51	Agree
8. Finding a job is a matter of luck.	2.57	Agree
9. I prefer others (parents, friends, teachers, etc.) to make career choice for me.	2.25	Disagree
10. One never knows whether the chosen career is the right one.	2.77	Agree
11. To have a future career one has to make plans.	3.46	Strongly Agree
12. I have not yet made up my mind about a career	2.46	Disagree
13. I am unable to choose a career because of lack of information.	2.39	Disagree
14. If I can't get the career I want, then I will have other career choices.	2.91	Agree
15. When it comes to choosing a career, I will make up my own mind.	3.36	Strongly Agree
16. It is unnecessary to make a lot of effort on the choice of career, because of high unemployment	2.41	Disagree
17. I see no need to make a career choice because something will come up.	2.15	Disagree
18. I have to make a career choice now or later.	3.11	Agree
19. Making a career choice is part of growing-up process.	3.52	Strongly Agree
20. I usually discuss my career plans with my parents/guardians.	3.36	Strongly Agree
21. I usually discuss my career plans with my friends.	3.20	Agree
22. I usually discuss my career plans with my teachers.	2.66	Agree
23. I usually discuss my career plans with my relatives.	2.96	Agree
24. I have career goals but not many to achieve them.	2.79	Agree
25. Time will tell how I can reach my career goals therefore I do not worry about them now.	2.70	Agree
26. I am able to make a sound career decision without having proper career guidance in school.	2.60	Agree
Grand Mean	2.78	Agree

Table 6 features the assessment of the respondents on their perception to career decision making. On this table, the respondents agreed in some indicators such as: they often change their mind about their choice of career with weighted mean value of 2.69; they find it hard in deciding on what important things that are of significance to their future path as evident on the computed weighted mean of 2.80; if they cannot acquire the career they want, then they will have other choices with weighted mean of 2.91. Further, they also agreed that they usually discuss their career with friends, teachers, and relatives with weighted means of 3.20, 2.66, and 2.96 respectively. It can be also observed in the table that the respondents disagreed some indicators like that they prefer others to decided on their career and they find that there is no need to decide because something will just come up as evident on the table with weighted mean value of 2.25. They also disagreed that they do know how to make a career decision and they keep on postponing their career decisions with computed weighted mean values of 2.33 and 2.31 respectively. Moreover, they strongly agreed that to have a future career one has to have

plans with weighted mean of 3.46. Choosing a career for them is really a part of growing-up process with a registered weighted mean of 3.52. Also, they are very much agreed that they usually discuss their career plans to their parents or guardians with weighted mean of 3.36. In general, the respondents have a high perception on their career decision making with grand mean of 2.78.

The results of this study on the perception of the students in career decision making is similar to the findings obtained by Jacobs et.al that educators and parents can prepare, guide and motivate the students in choosing the career they want to pursue. Also, the results support the claim of Mostert et. al (2011) in which in their study it showed that student indicated that their parents are the most influential on their decision of career. The others that influenced them were their friends, teachers, and other family members. Contrary to the results obtained by Wahl (2010) that most of secondary students have lack decision making skills and they have low perception when it comes to choosing their career preference wherein this study showed that the students have a high perception on career decision making.

Significant Differences between the Assessments of the Respondents in terms of their Perceptions on Career Decision Making when Grouped According to their Profile

Significant Differences between the Assessment of the Respondents in terms of their Perceptions on Career-decision Making when Grouped According to their Age

Table 7. Test for Significant Differences among the Assessments of the Respondents in their Perception on Career Decision Making when Grouped according to Age

Ages	Mean	Sd	df	F	p-value	Decision
16	2.71	0.26				
17	2.82	0.37				
18	2.84	0.30	5	5.901	0.000	Reject Ho
19	3.42	0.16				
20-above	3.21	1.01				

Table 7 illustrates the test for significant differences among the assessments of the respondents in their perception on career decision making when grouped according to their ages. The data on the table suggests that the null hypothesis of non-significance on the variation of the assessment of the respondents in terms of their ages is rejected since the p-value

is less than 0.05 level of significance. This implies that the assessment of the Grade 11 respondents on how do they perceive career decision making varies when considering their ages. The computed F-value of 5.901 which is greater than the tabular value really shows that significance on the differences of the respondents' assessment exists. This is in support to

the study of Montesano and Gist 2004 (as referred to by Crites, 2009) on which the findings is in support where the view of an individual, that the person as they age, their having a more

mature and clarified career. On this study, it showed that the mean values for students` perception on career decision from 16 to 19 years old increases.

Significant Differences between the Assessment of the Respondents in terms of their Perceptions on Career-decision Making when Grouped According to their Gender

Table 8. Test for Significant Differences among the Assessments of the Respondents in their Perception on Career Decision Making when Grouped according to Gender

Items	Perception on Career Decision Making	
Awareness of the Need to make Career Decisions	Pearson r	0.297**
	Significance	0.000
	Decision	Reject Ho

Similar to the decision made on the significant difference between male and female respondents on the need to career decision making presented on Table 5, significant difference also exists on respondents` perception career decision making. There is a significant difference between the assessments of the two groups since the p-value of 0.002 is less than 0.05 level. Also, on this table, the computed means for the assessment of awareness of the said variable for males and females are 2.87 and 2.73 respectively. This manifest that the

slight difference of 0.14 on the assessment of male and female respondents is significant. This connotes that the perception of male grade 11 respondents is different from that of female-respondents.

The results are the same on the findings of the study of Van Tongeren-Alers et. al. (2014) that there is evidence for gender differences in speciality preference or career decisions. It showed in their study that the perception of male secondary students differs on female students.

Significant Relationship between the Respondents' Awareness of the Need to make Career Decisions and their Career Decision-making

Table 9. Significant Relationship between the Respondents' Awareness of the Need to make Career Decisions and their Perception to Career Decision-making

Gender	Mean	Sd	df	t	p-value	Decision
Male	2.87	0.36	829	3.160	0.002	Reject Ho
Female	2.73	0.31				

Table 9 displays the test for significant relationship between the respondents` awareness of the need to make career decisions and their perception to career decision-making. The table reveals that there is a weak positive relationship between the said variables with computed correlation coefficient of 0.297. The positive correlation signifies that the increase in the awareness of the respondents on the need to make career decision is the increase also on their perception on career decision making and

vice versa. The data also shows that the weak relationship between variable is said to be significant since the p-value Of 0.000 is less than 0.05 level of significance. This only means that the perception of the grade 11 students in career decision making can be associated to their awareness of the need to make career decisions.

This has something to do with the findings of Jarvis and Keeley (2003) that having a good decision in a career to pursue one should be

aware on the need for proper preparation for future careers. In this case, the perception of the students depends on their awareness on the need to make a career decision.

Conclusion and Recommendations

In light of the findings of the study, the conclusion that there are significant differences between the assessment of the respondents in terms of their awareness of the need to make career decisions and their perception in career decision making when grouped according to age and gender were drawn. Also, there is significant relationship between the respondents' awareness of the need to make career decisions and career decision making.

It is therefore recommended to:

1. Further study concerning the awareness and perception of the Grade 11 students on their career decisions should be conducted to validate results of the present study.
2. Family members, particularly parents, should serve as role models for their children since they have a greater influence on students' job choices than other people. In comparison to family members, instructors, and career counselors, students' advice is less important when they connect with their peers.
3. After students have made their initial career decisions, Career Guidance Counselors can continue to assist successful career development by identifying sources of psychosocial support.
4. Teachers should advise their students that it is really necessary to be aware on the need to make their career decisions and guide them in making career decisions which they think that will suit to the strengths, abilities, and skills of their students.

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