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## Factors Influencing Career Choice Among Learners in Southern Districts of the Province of Bukidnon

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### ABSTRACT

The career choices of southern district learners are understandably overfilled with doubts and concerns, as it is the time of preparation for their future disposition. This study focused on four key objectives, including learners' characteristics, factors affecting career choices, a test of relationships between their characteristics and the level of influence of academic ability, and parental factors. The research employed a survey questionnaire to 265 respondents, the descriptive correlational method was utilized, and statistical tools such as frequency, percentage, mean, and Pearson Product Moment Correlation were used to test for significant relationships. The study revealed no significant relationships between the characteristics and the level of influence of the factors on the career choice of learners, except for the impact of parental influence factors on learners' sex, parents' educational level, and preferred courses. A very high level of parental influence indicates that parents contribute to the overall decisions of children's careers. This highlights the remarkable role of parents in imparting ideals, standards, and care to learners' career lives. Parents should constantly nurture the decision-making skills of their children, which they will use to select a career suitable to their capabilities, contributing to their total success in the future.

### INTRODUCTION

This research revealed a connection between students' career choices and their influencing factors. It highlights the impact of career choice factors on how the Bukidnon senior high school learners decide on a path to take after finishing the SHS program. It is understandable that at this stage, learners are overfilled with doubts and concerns in selecting a career aligned with their ideal future disposition and goals. Contemporarily, students must be assisted properly by their parents, educators, and other educated individuals as they prepare to be productive people who will take up space in society. Azhenov *et al.* (2023) posit that it is important for learners to know themselves upon deciding on a career as it is a complicated process. As emphasized by Koçak *et al.* (2021), one career is a component of a whole process and an act of trying to succeed using various resources. The growing number of dropouts and out-of-school learners in Bukidnon incite the educational sector to mitigate these problems and find timely solutions. The Department of Education perseveres to apply thoroughly the career development program that plays a significant role in addressing these alarming concerns. This study concentrates on the factors that impact the process of career choosing of SHS learners in the Schools Division of Bukidnon particularly in Damulog South, North, Kibawe, and Danggagan Districts.

### LITERATURE REVIEW

#### Age

Puebla (2022) presented his findings that students' when grouped according to age, have a significant difference in

their awareness of formulating decisions and preferences of a profession associated with their state of maturation. In the study of Akpochafo (2021), the result shows that age has no impact on career decision-making difficulties as no significant differences existed between the two age groups being tested. Learners are found to be dependent on their parents, their maturation level has no significance on how they decide then choose to follow their parents' preferences of what career to take (Digamo, 2021).

#### Sex

Duru's research (2022) noted that female learners are more capable of completing tasks, particularly in terms of career, possess higher-level job-related thinking, and have advanced structures. They are accustomed to high-responsibility tasks in the family and are trained in coping with life trials at an early age, which makes them more responsible than men.

Additionally, there is a significant difference between males and females regarding awareness of how to make career-related decisions (Puebla, 2022).

#### Parents' Education Level

The results of the study by Effiom and Petters (2019) showed that parents' educational level is one of the aspects that supports the strong influence of parents and has a substantial impact on children's preferred careers. Nazareno *et al.* (2021) shared the result of the research that children create career decisions aligned to their parents' education level by finding out that STEM students have parents with college degrees compared to those of TVL and GAS with parents working in the

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agricultural sector, and to those ABM and HUMSS with parents working in the government.

### Preferred Courses

In 2022, Bangayan embarked on a noteworthy study of the preferred courses among students, it was found that the most preferred is in the professional field, and students deeply considered the financial capability of their family upon deciding a career path. It shows that students choose a course that can help elevate their economic status and have a job that can provide stability in the future. Correspondingly, Nazareno *et al.* (2021) revealed that their research respondents associated their preferred course with their current program in the SHS curriculum, they also used their interests upon choosing a profession.

### Academic Ability Factor

The insightful study of Bae (2022) highlights the academic achievements of students positively impacted by their level of career maturity. Their career awareness is a product of an effort by educational institutions to provide career-related education and advocate academic success. Moreover, the comprehensive study by Koçak *et al.* (2021) exposed the significant role of students' academic experiences by empowering them to make choices, manage life challenges, and help their career processes.

The findings of Almario (2021) assert that learners' career choices are greatly influenced by their academic ability. Similarly, the recent study of Kilag (2023) disclosed career preferences of learners were significantly impacted by their academic performance and interest in the subject. Hence, their SHS track mirrors their effort and academic outcomes during junior high school. Cordova (2022) revealed that among the SHS learners, few do prior research on their desired job and prepare a CV or resume.

### Parental Influence Factor

The study of Emmanuel *et al.* (2021) indicated that parents influence adolescents' career choices, highlighting that parents' impact is a weighty portion of children's career decisions, which may be helpful or not depending on the parent's moral values, educational level, and financial status. Mukhtar *et al.* (2018) highlighted children who admire their parents' guidance and take it seriously. Support and guidance from parents could positively affect a child's life.

Moreover, Okesina *et al.* (2022) revealed that parents' encouragement to students to make good career decisions, parents informing students about specific careers, and parents' encouragement to consider different education and career options were significant influences on parents' choice of career among secondary students and it plays a major role that inspires students to develop the sense of courage to chase their visions and aspirations in life.

Parola, (2022) posits that as students' age increases, they perceive less support from their family and greater

absence or interference in their choices, suggesting that parental interference and lack of engagement increase the difficulty of making career decisions both in adolescents and young adults.

### Statement of the Problem

The study determined the factors influencing career choices among learners in the Southern Districts of Bukidnon for the school year 2023 - 2024.

The result of the study served as the basis for career guidance program development. Specifically, this study sought to address the following questions:

1. How are the respondents distributed in terms of age, sex, parents' education level, and preferred course?
2. What is the level of the factors that influence learners' career choices in terms of academic ability and parental influence?
3. Is there a significant relationship between the learners' characteristics and the factors influencing their career choice based on academic ability?
4. Is there a significant relationship between the learners' characteristics and the factors influencing their career choice based on parental influence?

### Theoretical Framework

The Vocational Personalities Theory of John Holland 1997 or the six (6) basic personality types: realistic, investigative, artistic, social, enterprising, and conventional has been adapted and applied to determine the factors' influence on students' career choices. In Bukidnon, students registered in senior high school programs and preferred courses at the tertiary level are imperative to the progress and effectiveness of the career guidance program in the division. Alignment of career paths from secondary to tertiary level empowers both areas to reach their full potential and contributes to the overall excellence in delivering education. This theory posits that the environment is an engine of power that affects SHS students' career-related decisions. The theory claimed that a person's environment like their personality traits was a more comfortable and contented life.

## MATERIALS AND METHODS

### Research Design

This study employed a descriptive correlational research method, which is defined as a quantitative method utilized to characterize traits or functions and assess specific hypotheses (Lochner *et al.*, 2019). A survey questionnaire was employed to find data on the relationship between dependent and independent variables. The questionnaire is anticipated to accurately and precisely describe the study. The research involved gathering, organizing, and analyzing numerical data to derive meaningful insights.

### Study Setting

This research was conducted in Bukidnon for the school year 2023-2024. It is a bountiful and locally diverse province in the northern part of Mindanao, Philippines.

The province is the backdrop of this study, known for having renowned schools and educators. Bukidnon is home to committed people who provide quality education to its youth, making it a standard place for teaching practices and instruction.

Within the province, numerous ethnic and tribal communities were distributed. The mountains serve as dwelling areas of many schools, making them impactful and inclusive in offering education. The study areas comprise the districts from the southern part of the division, specifically in Danggagan, Kibawe, and Damulog. The three localities where the study was conducted are the last municipalities in the southern part of the province. Danggagan and Kibawe are first-class municipalities, while Damulog ranks second-class. The schools were situated at an approximate distance from the town proper and some are placed in barangay areas, however, this circumstance does not compromise the academic excellence and inclusivity being offered by these educational institutions.

This research is timely aligned with the academic calendar of the school year to guarantee that collected data and relevant information turn out to be relevant, making it a baseline for career guidance program development.

The study takes place at the premises of the participating schools that offer complete senior high school programs in the respective districts ensuring in-depth investigation of the real context of career planning and decision-making of the grade 12 learners. The study's setting provides a diverse environment for students to choose a career path that is accessible and achievable, making it a suitable location for individual development.

**Study Population and Sampling Technique**

The study explores the factors that influence career choices among learners in the Southern Districts of Bukidnon School Year 2023-2024, with a diverse and representative population of students. The participants of this study were selected grade twelve (12) learners in Damulog South, Damulog North, Kibawe East, and Danggagan Districts. A stratified random sampling technique was utilized to ensure a widespread and thorough analysis. This practice involves defining sample sizes for each school, and collecting, analyzing, and reporting data. This method allows the researcher to interpret results accurately and produce valuable evidence of factors' influence on the learners' career choices.

**Table 1:** Distribution of Respondents

District	Name of School	Number of Respondents
Damulog South	Macapari National High School	29
Damulog North	Old Damulog National High School	61
Kibawe East	Kibawe National High School (Natulongan Campus)	73
Danggagan	Danggagan National High School	83
	Miaray National High School	19
<b>Total</b>		<b>265</b>

**Research Instrument**

A modified questionnaire was designed to collect valuable insights into the factors influencing the career choices of the learners in the southern districts of Bukidnon. The questionnaire was divided into two parts: the first part dealt with the learners' characteristics regarding age, sex, parents' highest educational attainment, and preferred courses. The second part is a patterned questionnaire with Cronbach's alpha value of 0.86 and underwent a validation test for 30 grade 12 students who were not included in the actual research participants. The academic ability factor was patterned to the questionnaire of Almario (2021) in the study Factors Affecting the Career Choice Decision of SHS in Central Luzon, while parental influence was patterned to the questionnaire of Dietrich and Kracke (2009) study about Career-specific Parental Behaviors in Adolescents' Development. The respondents answered the questions in each part using the scale: very low, low, high, very high.

**Statistical Treatment of Data**

Descriptive statistics were used to describe the fundamental characteristics of the data in a study.

Frequency and percentage were used to distribute the respondents in various characteristics. The mean was used as an indicator of the central tendency of answers, and the standard deviation was used to measure the distribution of data. Further, Pearson Product Moment Correlation was used to test the significance of the relationship between learners' characteristics and the factors influencing their career choices.

**Ethical Considerations**

The study guaranteed the privacy of the respondents. They were encouraged to participate openly in the survey by making their identities and personal data saved privately. Consent from parents was obtained to let learners aged 17 and below participate in the study. This is to certify parents' agreement or option to withdraw their child from the survey. Correspondingly, informed consent from the participants explaining the intent of the study, the data-gathering procedure, and the collected data was employed. The respondents have the opportunity to remove or replace their names in the questionnaire. The collected data was safely stored through encryption, and access was approved to those official persons only.

Lastly, research ethics approval was sought from an institutional review board (IRB) or ethics committee to ensure that the research procedures and data management met the ethical standards and guiding principles.

## RESULTS AND DISCUSSION

### Problem 1. How are the Respondents Distributed in Terms of Age, Sex, Parents' Educational Level, and Preferred Courses?

**Table 2:** Distribution of Respondents Characteristics in terms Age

Characteristics	Category	Frequency	Percentage
Age	20 years old	29	11
	19 years old	70	26
	18 years old	166	63
	<b>Total</b>	<b>265</b>	<b>100</b>

Table 2 presents the frequency and percentage distribution of learners' ages. The data revealed that out of 265 respondents, 166 (63%) were 18-year-old learners, which obtained the highest frequency. This indicates that the majority of learners in southern districts were young adults. This signifies those learners are undertaking developmental decisions and working out their possible career paths. This observation indicates that the awareness to make a career decision among the respondents with consideration to their age level is significantly different. This is in contrast to Akpochofo's (2021) study which shows that age has no impact or significant difference on learners' career decision-making difficulties. However, Puebla's (2022) research specifies that there is a significant difference in the student's awareness of formulating career decisions associated with their level of maturation when categorized according to age.

However, data revealed that there were 29 (11%) responders aged 20, which obtained the lowest frequency. It indicates that in southern districts of Bukidnon, there were senior high school learners who may experience interruptions or delays in their SHS journey because of taking breaks from academics or personal reasons, this does not compromise the main goal of the SHS program in developing the diverse skills and aligning career paths of students. These students take longer to finish their enrolled program, though as they age further, their awareness of making good career decisions increases. This result is different from the study of Digamo (2021) indicating that learners' level of maturity does not affect their career choices as they are dependent on their parents. They conform to their parents' career choices to please them.

**Table 3:** Distribution of Respondents Characteristics in terms of Sex

Characteristics	Category	Frequency	Percentage
Sex	Male	140	53
	Female	125	47
	<b>Total</b>	<b>265</b>	<b>100</b>

Table 3 illustrates the respondents in terms of sex. Data shows that male participants have the highest frequency of 140 (53%). This could imply the dominance of male learners enrolled in the SHS curriculum in southern districts. Males have more physical strength than females, they inclined their strength to indulge in activities that they enjoy. This indicates that male respondents based their career choices on things that they excel in, navigating a path that is different from the opposite sex. This result is supported by the study of Puebla in 2022, stating that there is a significant difference between males and females regarding awareness of how to make career-related decisions. Also, male maturation level is behind their peers as they link career readiness to their abilities to make career decisions and solve problems (Cordova, 2022).

Females have the lowest frequency with 125 (47%) of the total responses. Indicating that in the districts there are fewer females enrolled in the SHS program. In the Philippine tradition, females were labeled as reserves and mostly chose a career that was linked with their femininity. It is a stereotypical idea that makes females strive to prove that one's career is not necessarily dictated by his or her sex. The study of Duru (2022) discovered that female learners have more capability to complete tasks, particularly in terms of career, possess higher-level job-related thinking and advanced structures, for they are accustomed to high-responsibility tasks in the family and are trained in coping with life trials at an early age which makes them further responsible than men.

**Table 4:** Distribution of Respondents' Characteristics in Terms of Parent's Educational Level

Characteristics	Category	Frequency	Percentage
Parent's Educational Level	College Graduate	23	9
	College Level	27	10

	High School Graduate	62	23
	High School Level	77	30
	Elementary Graduate	38	14
	Elementary Level	38	14
	<b>Total</b>	<b>265</b>	<b>100</b>

Table 4 illustrates the educational level of parents. It was discovered that the highest frequency of 77 (30%) were respondents with parents having high school level education. The data revealed that the majority of the respondents came from parents who are high school undergraduates. It indicates that in the southern districts, most parents possess no educational qualifications to be employed in a high-paying job to make enough salary to support the overall basic needs and education of the children. This signifies a tendency for learners to select a comparable career to what their parents already have. Accordingly, parents' educational level is one of the aspects that supports the strong influence of parents and

has a substantial impact on children's preferred careers (Effiom and Petters, 2019).

However, data revealed that respondents with parents who are college graduates compose the lowest frequency of 23 (9%) in the study. It reflects a smaller number of professional parents in southern districts which indicates a few numbers of learners that will enroll in tertiary and choose a program that is similar to their parents' education level. Further, parents' educational level is associated with the capability of parents to support learners' aspirations and careers. Accordingly, the educational level of parents impacts children's achievement and career aspirations (Nawabi, 2019).

**Table 5:** Distribution of Respondents' Characteristics in Terms of Preferred Courses

Characteristics	Category	Frequency	Percentage
Preferred Courses	Agriculture	21	8
	Criminology	97	37
	Education	43	16
	Engineering and Architecture	40	15
	Hotel and Restaurant Management and Tourism	25	9
	Information Technology	12	5
	Medical Related Courses	27	10
	<b>Total</b>	<b>265</b>	<b>100</b>

Table 5 describes the respondents in terms of preferred courses. Data shows that Criminology with a frequency of 97 (37%) is the highest preferred course among learners. It is expected that in the next academic year, there will be more students who will enroll in the Criminology program. In Bukidnon, most of the Higher Educational Institutions offered Criminology. Correspondingly, the HUMSS track in the SHS program is aligned with the Criminology course which is designed to develop the interpersonal skills of learners and serve the people in the society. The study of Nazareno *et al.* (2021) discovered that learners' chosen courses in college are strongly associated with the type of SHS program they completed. Information Technology is the lowest preferred course

having a frequency of 12 (5%). This can be attributed to the idea that learners' interest in having preparatory subjects for programming is declining. It was reported by Phistar (2019) that out of 1,014 schools offering IT programs, only 600 schools have retained to offer the course which caused a 90% decline in graduates in its related courses in the school year 2019 to 2020. The result indicates that there will be fewer Bukidnon learners who will choose a course related to information technology in the next academic year.

**Problem 2. What is the Level of Factors that Influence the Career Choices of Learners in Terms of Academic Ability and Parental Influence?**

**Table 6:** Distribution of the Respondents' Perception on the Level of Influence of Academic Ability Factor on Career Choice

Indicators	Mean	SD	Description
<b>I consider ...</b>			
The academic programs provided based on the career opportunities and hands-on experiences.	3.15	0.79	High
My present scholarship for it is a qualification to enroll in my chosen career.	3.14	0.80	High
My previous year's level in choosing my preferred career.	3.10	0.82	High

My senior high school track in choosing a career.	3.18	0.83	High
My preferred career based on my academic achievements.	2.96	0.89	High
My preferred career based on my NCAE result.	2.55	0.85	High
My preferred career based on my academic skills.	3.09	0.81	High
My preferred career because of the subsidies being offered.	2.72	0.89	High
My current subjects at school for the career I choose.	3.12	0.84	High
My academic abilities a success in the career I choose.	3.23	0.83	High
<b>Overall</b>	<b>3.02</b>	<b>0.83</b>	<b>High</b>

Legend: 3.26 – 4.00 Very High, 2.51 – 3.25 High, 1.76 – 2.50 Low, 1.00 – 1.75 Very Low

Table 6, exposes the distribution of respondents' perceptions on the level of influence of academic ability factors on career choice. The data revealed that the average mean of the level of influence of academic ability factors on learners' career choice is 3.02 (SD=0.83) described as High. The result implies that respondents exhibit a high-level influence of academic ability factor, as indicated by their agreement. This finding expresses that the teachers' strategies and skills work positively for learners to perform well in their academics. Teachers as prime implementers of learning inside the classroom meaningfully improve learners' decision-making skills which they use in selecting a possible career. Thus, teaching strategies used by teachers can engage active learners and enhance deep thinking and learning among students (Lamaro *et al.*, 2024).

In line with this, the indicator with the highest frequency of 3.23 (SD=0.83), described as High is "I consider my academic abilities a success in the career I choose". This data signifies that respondents are aware that academic ability can determine their future careers, its importance in directing the path they want to pursue, and the significance of academic success as a basic requirement

to enroll in certain courses in college. A recent study by Kilag *et al.* (2023) has stressed the significance of academic performance and its influence on learners in choosing a certain track.

Furthermore, the lowest indicator is "I consider my preferred career based on my NCAE result" with a mean of 2.55 (SD=0.85), described as High. This indicates that the NCAE result does not affect how learners express their choice of a career. The findings show that this indicator appeared to be the last one to influence learners' career decisions, indicating that learners in southern districts have taken the exam but not seriously or they did not find its connection to their future career. Orbeta *et al.* (2019) study delved deeply into the administration and results of NCAE, revealing that learners do not primarily consider it upon choosing a track in SHS, the possible exit of the program they enrolled in, and its alignment to their intended tertiary course. This signifies learners were disregarding the results of the NCAE. The department retaliates that NCAE results are a determining factor that encourages learners to pursue specific careers designed to their skills and abilities. Thus, learners must consider its results and recommendations.

**Table 7:** Distribution of the Respondents' Perception on the Level of Influence of Parental Influence on Career Choice

Indicators	Mean	SD	Description
<b>My parents...</b>			
Are available all the time I talk about my career choice.	3.28	0.91	Very High
Give constant advice in dealing with my career choice.	3.46	0.63	Very high
Motivate me in dealing with my career choice.	3.56	0.61	Very high
Have supported me in my career choice.	3.46	0.83	Very high
Support my career abilities and hands-on experiences.	3.50	0.75	Very high
Help me in terms of information on available jobs in preparation for my future career.	3.11	0.89	High
Help me to write a résumé or a summary of my future qualifications.	2.61	0.98	High
Support me when it comes to financial needs.	3.40	0.81	Very high
Help me in finding information on student financing such as scholarships, grants, etc.	3.09	0.92	High
Like the career I chose because it is the same as their careers.	3.12	0.84	High
<b>Overall</b>	<b>3.26</b>	<b>0.82</b>	<b>Very High</b>

Legend: 3.26 – 4.00 Very High, 2.51 – 3.25 High, 1.76 – 2.50 Low, 1.00 – 1.75 Very Low

Table 7 revealed the respondents' assessment of the level of parental influence on career choice is 3.26 (SD=0.82), described as Very High. The data express that southern districts' parents have a very high influence on

their children's career decisions, their positive and active participation provides a harmonious environment for learners to craft a good career decision if provided well with the ability to explore probable areas that are well-

matched to their skills and interests. Parents' support is vital for the future careers of their children. The comprehensive research of Emmanuel *et al.* (2021) points out that parents influence adolescents' career choices, highlighting that parents' impact is a weighty portion of children's career decisions, which may be helpful or not depending on the parent's moral values, educational level, and financial status.

However, the highest mean of 3.56 (SD=0.61), described as a Very High influencing indicator is "My parents motivate me in dealing with my career choice". The result specifies that motivation from parents greatly impacted the process that learners undergo upon deciding on a career. This indicates that children receive the necessary attention and influence to aspire for a better path, aligned with these findings is the research conducted by Mukhtar *et al.* (2018) revealing that children have high respect for the guidance given by their parents. Their encouragement

and imparted ideas significantly affected learners to devise a better career plan (Okesina & Famolu, 2022).

Moreover, the lowest item has a 2.61 (SD=0.98) rating, described as High as "My parents helped me to write a résumé or a summary of my future qualifications". In the surveyed districts, it appears to be the least influencing indicator, this might suggest a lesser number of parents who might be able to aid children in building fitted qualifications aligned with future career demands. Learners must learn to construct a resume to prepare them for the future and progressively develop their skills and capabilities. However, most southern districts' parents only possess a high school level of education, signifying less idea about resume-building and wide-ranging career exposure. Hence, learners only know how to make a resume during the work immersion (Orbita *et al.*, 2019). This means less time to enrich their learning and experiences to build a resume.

**Table 8:** Summary of the Level of Factors Influencing Career Choices of Learners in Southern Districts

Indicators	Mean	SD	Description
Academic Ability	3.02	0.83	High
Parental Influence	3.26	0.82	Very High
<b>Overall</b>	<b>3.14</b>	<b>0.83</b>	<b>High</b>

Legend: 3.26 – 4.00 Very High, 2.51 – 3.25 High, 1.76 – 2.50 Low, 1.00 – 1.75 Very Low

Table 8 is the summary of the level of factors that influence the career choices of learners in southern districts with an overall mean of 3.14 (SD=0.83), described as High. The data revealed career choices of the respondents are highly influenced by these factors, which means it affects the everyday life of the learners at home, school, and in the community. It implies a high extent contribution of the factors towards career decision-making of SHS learners and can contribute to the overall career journey. The RIASEC theory relates to these results, indicating that learners are directly affected by real-life factors, assuming they have encountered it every time they plan and decide on a probable career. Hence, the course they choose is the byproduct of this influence.

Parental Influence factor garners the highest influence on career choice among learners having a mean of 3.26 (SD=0.82). This very high influence shows the serious contribution of parents to the career choices of the learners in the districts where the study was conducted.

The result shows the trust of learners in the type of career suggestions that the parents wanted them to pursue. In today's generation, parents are very involved in children's education and dedicated to afford the demands of their chosen career. Parents dream of the success of their children, which is to have a comfortable future life and be different from their own, aligned with this result are the findings of Digamo (2021) revealing that parents hold the most influence on children's careers. Hence, this influence should positively affect all aspects of their lives, and their ability to make good decisions (Quino, 2022). These learners are considered young adults, they must make their own decisions.

**Problem 3. Is there a Significant Relationship Between the Learners' Characteristics and the Factors Influencing their Career Choice based on Academic Ability?**

**Table 9:** Result of the Test on Relationship between Learners' Characteristics and the Factors Influencing their Career Choice based on Academic Ability

Characteristics	r-value	p-value	Interpretation
Age	0.11	0.07	NS
Sex	0.04	0.57	NS
Parents' Educational Level	0.11	0.08	NS
Preferred Courses	0.02	0.74	NS
<b>Overall</b>	<b>0.07</b>	<b>0.37</b>	<b>NS</b>

Legend: significant at  $p < 0.05$ \* alpha level, S – significant NS – not significant

Table 9 depicts no significant relationship between the respondents' characteristics and academic ability factors influencing their career choice. Since the overall p-value is greater than 0.05 significant level, it leads to the rejection of the null hypothesis. It implies that respondents' characteristics do not significantly affect their perception of the influence of academic ability factors on career choice. In other words, regardless of their different characteristics, learners hold the same views about the impact of academic ability factors on their career choices. This expresses that academic ability is learned through constant practice and development, its influence is independent of learners' age, sex, parent's educational level, and preferred courses.

TeacherPH (2022) discussed that the academic ability of learners is related to their academic development,

supported by the Scaffolding Theory of Jerome Bruner. Consistent support and active participation of parents and teachers will lead to independent thinkers, their support can be slowly removed once learners gain the necessary knowledge and skills in formulating life decisions. The data above revealed that the influence of academic ability on career choice shows no statistical significance, indicating that learners vary in their academic capabilities, their attributes do not affect this ability. In essence, the division accentuates developing learners' career and life skills that hold an active role in their future.

**Problem 4. Is there a Significant Relationship Between the Learners' Characteristics and the Factors Influencing their Career Choice Based on Parental Influence?**

**Table 10:** Result of the Test on Relationship Between Learners' Characteristics and the Factors Influencing Their Career Choice Based on Parental Influence

Profile	r-value	p-value	Interpretation
Age	0.05	0.41	NS
Sex	0.12	0.04*	S
Parents' Educational Level	0.23	0.03*	S
Preferred Courses	0.15	0.03*	S
<b>Overall</b>	<b>0.14</b>	<b>0.13</b>	<b>NS</b>

Legends: significant at  $p < 0.05^*$  alpha level, S – significant, NS – not significant

Table 9 illustrates a weak but significant relationship between respondents' characteristics in terms of sex, parents' educational level, and preferred courses to the influence of parental influence factor on career choice, indicated by the magnitude of r-value and p-value less than the significant level (0.05). This result implies that a p-value of 0.04, 0.03, and 0.03 respectively show that certain profiles matter with learners' career choices being influenced by parental influence factors.

Supplementary, the data signifies that learners' sex appears to be an advantage for parents to meaningfully influence their career decisions, indicating that parents practice gender-specific influence toward their children's career preferences. Thus, it empowers the parents to bridge this influence based on a common orientation.

Moreover, Parents' education level correspondingly influences the career choice of learners. The highest educational attainment equates meaningfully to the career choices of the children. Further, the preferred courses of learners were shown to be significantly impacted by parental influence factors, signifying an essential part of parents in determining the college programs to be taken by the learners with an assurance of their full support.

However, learners' age does not significantly affect their perception of the influence of parental influence factors on career choice since the p-value is greater than the significant level (0.05). In other words, regardless of their age, learners hold the same views about the impact of parental influence factors on their career choices. This result signifies that as learners age, they receive less support

or less interference from parents regarding career decisions (Parola, 2022). This explains that as young adults, they are required to make their own decisions about careers and the future. Zool *et al.* (2018) express that this is a procedure when learners need to set individual paths using deep thinking to come up with a better decision.

**CONCLUSION**

Based on the results of the study presented, the following conclusions are drawn

There were no significant relationships between the characteristics and the level of influence of the factors on the career choice of learners in the Southern Districts of Bukidnon, except for the influence of parental influence factors on learners' sex, parents' educational level, and preferred courses. A very high level of parental influence is an indication that parents contribute to the overall decisions of children's careers. This highlights the remarkable role of parents in imparting ideals, standards, and care to learners' career lives. It further emphasized that children associate their chosen career with the preferences of their parents.

**Recommendation**

Based on the conclusion of the study, the following are the research recommendations:

1. Teachers and parents should constantly nurture learners' decision-making skills. These skills will help them select a career suitable to their capabilities, contributing to their total success in the future.

2. Learners should build independence upon making a career decision. Through support from parents, they must exercise self-assessment in their career and personal lives.

3. Parents need proper education on how to provide good career exposure to their children. This is possible if they actively participate in school career-related activities.

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