

FACTORS INFLUENCING ON GRADE 12 STUDENTS' CHOSEN COURSES IN JAGOBIAO NATIONAL HIGH SCHOOL – SENIOR HIGH SCHOOL DEPARTMENT

JV Jane G. Ouano^a, John Fritz Dela L. Torre^b, Wenaly I. Japitan^c, Jerald C. Moneva^d

* Department, Institute Name

** Department, Institute Name, if any

DOI: 10.29322/IJSRP.9.01.2019.p8555

<http://dx.doi.org/10.29322/IJSRP.9.01.2019.p8555>

Abstract- Making a career choice is a defining phase in every students' life. Students have to consider several factors before arriving at a decision. The purpose of this research was to see the factors which affect the choice of career among students. This study assessed the influence identified factors such as decision-making and interest, peer influence, considerations about the institutions and future job opportunities on the career decisions of 90 students in Jagobiao National High School. Data was collected through a survey questionnaire – researchers used a chi-square as a research tool to formulate the collected data. The results show that the considerations about the institutions as most significant, followed by decision-making and interest, peer influence and future job opportunities.

Index Terms- : Career choice, decision-making and interest, peer influence, future job opportunities.

I. INTRODUCTION

Education is universally recognized as the answer to socio-economic problems of the world. Nations and individuals look up to education to provide a cure for poverty, ignorance, drought, excessive rainfall, mental deficiency, joblessness, bad government, poor communication system, hunger and inadequate shelter among other things. Thus, every nation of the world aspires toward quality of life and social status through good decision-making in selecting career choice especially students who are about to pursue in college.

The word career has been a derivative of French and Latin origin. According to Ahmed, Sharif and Ahmad (2017), career defined as the occupational, commercial or industrial activity that a person may adopt during his educational life or in some other part or till his death. It also clarifies career as the application of a person's cognition and capabilities, providing command over profession, timely work expertise and a basis of developing and bettering business networks. Individuals chose career planning to pursue the professional objectives, getting informed about upcoming opportunities, their results and their timely evaluations.

Hence, career selection is one of many important choices that students will make in determining future plans. It becomes one of the biggest dilemma and challenge in any student's life. It involves an interplay of many factors which are intricately intertwined. It is not a straightforward task and involves a difficult process of decision making. This issue is not confined to one aspect only but is universal in nature. For many students, choosing a college or a major is a vital decision determining their entire life plan, success, and professional career. The factors affecting their choice such as the reputation of the college, location, cost, socioeconomic status, student expectations, school size and many more might have different weight in the choice of a major. The right career choice for the students entering into the professional education is critical having high impact on their professional life and future achievement. This decision will therefore impart them throughout their lives.

It is therefore that choosing a career is an extremely important decision that impacts an individual's entire future. Career exploration is defined as the extent to which possible careers are researched and considered. Olaosebikan and Olusakin (2014) has suggested that exploring career options before committing to a career increases future career success and satisfaction. Thus, variables that influence career exploration in adolescents should be identified and acknowledged.

Consequently, career choice decision making is not an easy task, yet at one time or the other, individuals are faced with the task of making choice in career, preparing for it, starting it and making progress in it. This choice point is undoubtedly the most critical stage. This is because making a wrong career decision can make one's happiness in life as this could result to career maladjustment. Inappropriate career decision made may spell doom not only for the individual but also the entire society.

Thus, one wrong decision can change the fate of an individual. It is difficult for everyone to make a decision regarding their career. This individual action is manifested on a larger scale in the economic prosperity of a nation. Individuals who are misfits in their workplace tend to be less productive and efficient, and therefore are unable to achieve their goals. Kazi and Akhlaq (2017), in view of the foregoing, the need to equip our students with appropriate career decision skills becomes highly imperative through general orientation, seminars into the world of work through the curriculum.

Above all discussions, the researchers have observed that most of the students are lacking of confidence in one's abilities, undecided and uncertain – unsure of their decisions in selecting courses in college having with them a variety of factors that affects their choices. This prompted the researchers to conduct this study to investigate the factors that influence the students' counselors, parents, and universities in developing the career counseling and guidance programs for the students to facilitate them in making the right career choice.

II. IDENTIFY, RESEARCH AND COLLECT IDEA

The choice of career is a delicate issue for students which requires caution and serious considerations – factors affecting their choices. The kind of career the youths pursue can affect their lives in many ways. Hence, the following studies revealed some of their factors affecting students' decision in career selection.

Shumba and Naong (2012) found out that the family is a significant factor in determining children's career choice, the ability of the learner self to identify his preferred career choice, and teachers influence career choice of their learners. These findings are consistent with the findings of other studies that have examined the influences of each parent on the career choices of their sons or daughters and have found that mothers tend to have more influence on the career decision and aspirations of their children than fathers.

Similarly Leppel, Williams and Waldauer (2001) revealed that parental education, family income, and family head's occupational status were found to be positively associated with offspring's educational achievement. Rababah (2016) family members and peers have an influence in the students' choice of the major including personal interests, gender, career opportunity and availability of jobs are some of the factors that affect the students' decision making in this matter.

Khoo, Ban, Neng, Hooi and Joan (2015) showed that college students and non-college students who were involved in this study agreed that parents are the most influential or important person when choosing their choice of college or university and course of study because parents perceive as their main source of finance and normally seek advice from them due to the perception that parents have the relevant information or experience with regards to higher education, and hence, parents are viewed as a credible source of advice.

In addition, Kaneez and Medha (2018) supported that parental influence have significant effect on the career choice of their children. Al-Rfou (2013) explored that the parents have a significant influence on the major selection, siblings and friends also consider important source to select the major, while teachers and media are the least amongst the selected factors. Umar (2014) showed that although parents have influence on the choice of career of their children so also other factors such as peer group, employer and relatives.

Identically, Dagang and de Mesa (2017) identified the results which point to the strong influence of parents on their children choice of tertiary school. It is deeply rooted in the consciousness of the Filipino people the respect for elders, hence the strong influence of parents on children decision. In a Filipino family children are financially dependent on their parents, hence their submission to their parents decision, thus explaining the moderate influence of others such as the peers, friends and relatives. Another factors were affordability of tuition, followed by scholarship.

Ibrahim (2017) revealed that family members have the highest contributions in influencing students to the profession of medical laboratory science due to the fact that family is usually who provided financial supports to them. Eremie and Okwulehie (2018) indicated that factors such as environmental, opportunity and personality can influence the choice of career among secondary school students. In terms of environmental factors, it revealed that family, socioeconomic status and peer groups have significant influence of the students' choice of career while in opportunity factors such as education and mentorship also had influence to the choice of career as well as the personality factors such as the students' interest, values and skills in choosing their courses.

Hoai, Thi and Thanh (2016) in their study factors influencing students choice of accounting as a major shows that social norm has a great influence on students choice of major including advice and orientation of

acquaintances, friends, teachers, parents which had a significant influence on their decisions in the selection of specific discipline. It also revealed some significant differences between average level of male and female students through perceptions of input scores, major pressure and suitability for the people good at math, job availability, average income and advancement opportunity.

In comparison, study of Kazi and Akhlaq (2017) an individual environment, talents, skills and academic achievements exert an influence on career choice. Olaosebikan and Olusakin (2014) indicated that parental influence will not have significant effect on adolescents' career choice, and that perception of parental occupational satisfaction will not have effect on career aspirations of adolescents based on the following intervening variables such as sex, and type of school.

Moreover, Ming (2010) stated that college or university location can be a major factor for potential students' decision to apply and enroll. Some students maybe looking for a school close to their hometown or place of work for convenience and accessibility. It is therefore concluded that location, academic programme college reputation, educational facilities, cost, availability of financial aid, employment opportunities, advertising are institutional factors that influence students' college choice decision.

Malubay, Mercado and Macasaet (2015) noticed the primary factor affecting the decision of freshmen students in taking up specified courses or programs is the economic factors that include economic stable wages and in-demand jobs.

Uyar, Gungormus and Kuzey (2011) revealed that 12 factors affecting the decision of students including career opportunities, interest in the subject, instructor, money, parents, enjoyment, previous experience, lifestyle offered because of the career, challenge, prestige, usefulness in operating a business, and other students. It also discover the top 5 reasons for choosing a major where: interest in a career associated with the major, good job opportunities, abilities, a desire to run a business someday, and projected earnings in the related career. The least selected reasons for choosing a major were the reputation of the major at the university, the perceived quality of instruction, the parents' influence, the amount and type of promotional information, and the influence of friends. Utilized factor analysis and determined the following seven main factors in deciding career choice: high earnings expectations, career expectations, job experience, knowledge and ability, family environment, social status, and education environment.

Interest in the subject, guaranteed employment, and expected earnings after graduation are the most influential factors for college major choice (Malgwi, Howe and Burnaby, 2005; Yazici and Yazici, 2010)

Ahmed, Sharif and Ahmad (2017) which revealed that interest in subject has strong and positive relationship while ease in grades, financial outcomes, and future job opportunities had minor impact on students' decision for particular field and subject. It was also stated that the career choice of the students was also influenced by the level of their social status, financial resources, affordability and future employability.

Edwards and Quinter (2011) showed that Religion was also mentioned as one of the factors that influenced students' career choices. For those with religious commitment, faith plays a critical role in important life decision such as career choice.

Okiror and Otabong (2015) revealed that students' choices were base on their perceived availability of career and scholarship opportunities in a given department and the grade point averages marks earned by the student at the time selecting the options.

Sabir, Ahmad, Sharif and Ahmad (2013) revealed that students rank university reputation, interest in subject and employment prospectus as the most important determinants, whereas, the factor of course being easy and career guidance from schools the least important factors in choosing course.

Malgwi, Howe and Burnaby (2005) revealed that the most influential factor overall was interest in the subject followed by the potential for career advancement and the major's potential job opportunities. Pascual (2014) showed that the students' first consideration in choosing a course in college is the availability of possible work.

Kusumawati (2013) presented one of the important factors that influenced Indonesian students' perceptions of their university choice process was total expenses (cost). It was stated that students took into

consideration cost and affordability which made them a rational decision by considering their social economic factor before making a choice, which is consistent with economic models of choice.

Su, Chang, Wu and Liao (2016) showed that students' career decision-making is most deeply affected by "personal factor", next are "group factor" and "career exploration factor", and "school factor" has lowest affecting level to them. Students of large-sized schools with taking household affairs courses who will be easily affected by personal factor of career decision-making.

Olamide and Oluwaiye (2013) observed that while students aim at such prestigious occupations when still in secondary school, it has not been possible for many to achieve their aims for one reason or the other. Such reasons often include among others; poor academic performance, poor choice of subjects for the school certificate examination, lack of financial support to pursue their education which makes it impossible for such boys and girls to get their required training that would qualify them for the jobs of their choice.

Ferrer and Dela Cruz (2017) revealed the significant correlations of the students' performance in Science, Mathematics and English which were found consistent from NCAE to Grades 10 and 11 is indicative of: (1) a proper career assessment conducted that guide the learners in choosing the academic track where they have better aptitude or potential; (2) a sensible screening criteria set in selecting students to be admitted in the STEM track ; and (3) an evidence of quantified judgments on the learners' academic achievements per grade level as a product of the design of the spiral curriculum.

Sidin, Hussin and Soon (2003) revealed the five factors, explaining 61% of the total variance were identified. Factors were named 'Personal', 'Academic Quality and Facilities', 'Factors', 'Campus', 'Socialization', and 'Financial aid and procedures. A ranking of means revealed that friends and schoolmates, parents and relatives were some of the sources of influence on students' college choice decision making. Gender and ethnicity are proven not likely to affect students' college choice decision while the income of the student's immediate family is likely to affect the college choice decision in terms of public-private institutions. Thus, factors such as facilities, procedures and policies and entry requirements are some of the significant factors influencing college choice.

Agarwla (2008) disclosed the means and standard deviations of the factors that influenced the career choice of Management students in India for the total sample and by gender. Management students from India rated their "skills, competencies, and abilities" as the most important career choice influencing factor, followed by "education and training" and "financial rewards in this career". In terms of gender showed that male and female Indian management students differed in the factors they rated as the most important in influencing their career choice. For male students rated "financial rewards in this career" as the most important factor in their career choice decision followed by "Quality of life associated with this career" and "skills, competencies, and abilities" while female students, "skills, competencies, and abilities" and "education and training" were the most important factors.

Soria and Stebleton (2013) studied the relationships between students' intrinsic and extrinsic motivations with choosing a major, satisfaction with educational experience, and sense of belonging. Internal extrinsic motivations positively associated with satisfaction include students' motivation to choose a major because the selected option allows time for other activities, prepares students for a fulfilling career, prepares students for graduate/ professional school, and provides international opportunities. One internal extrinsic motivation— choosing a major because it complements students' desire to study abroad—was negatively associated with students' satisfaction. Additionally, students who had external extrinsic motivations for choosing a major—because of denial of their first choice of college major, easy requirements, and parental desires for choice of major—are negatively associated with students' satisfaction. All internal extrinsic motivations for selecting a major are positively related to sense of belonging, except for choosing a major because it leads to a high paying job, which is negatively associated with students' sense of belonging.

Therefore, students choose their course in college based on their perceive exits. Students choose their courses in relation to how productive a course is and if it needed in the industry. High paying jobs too are also considered as a factor in choosing courses. On the contrary, students also have a misconception about the professions due to lack of information – it prevents from choosing them.

III. WRITE DOWN YOUR STUDIES AND FINDINGS

Table 1.
Level of Students' Decision-Making and Interest

Indicators	Weighted Mean	Interpretation
1. I consider my desire of doing things	4.03	Strongly Agree
2. I look my ability such as knowledge and skills	4.12	Strongly Agree
3. I choose a course based on what I feel about it	4.09	Strongly Agree
4. I decide based on my preferences for instance, family background	3.84	Agree
5. I prefer things to do what I like the most	4.12	Strongly Agree
6. I expect my potential in looking for a job	3.81	Agree
7. I am focused based on my interest	3.84	Agree
8. It is my passion that helps me to pursue the course or career to take	4.03	Strongly Agree
9. I rely on my abilities	3.81	Agree
10. I depend based on self-testing	3.90	Agree
Overall Weighted Mean	3.96	Agree

Legend. Strongly Agree (4.09-5.00), Agree (3.26-4.00), Neutral (2.51-3.25), Disagree (1.76-2.50), Strongly Disagree (1.00-1.75)
N=90

Table 1 shows above the weighted mean of the level of influence in choosing courses in terms of decision-making and interest of graduating students. For the content, the statement "I look my ability such as knowledge and skills" and "I prefer things to do what I like" got the highest weighted mean of both 4.12 wherein, it is interpreted as strongly agree – it indicates that the learners depend on their knowledge, skills and what they are like to the most the prefer. For the statements "I choose a course based on what I feel about it," "I consider my desire of doing things," "It is my passion that helps me to pursue the course or career to take" got a weighted mean of 4.09 for the first statement and 4.03 for the second and the third statement which interpreted as strongly agree – it implies that the learners will consider their desire, what they feel about a course and passion to pursue in tertiary level.

For the statement "I depend based on self-testing" has a weighted mean of 3.90 and interpreted as agree – it explains that students' decision in choosing courses will depend on self-testing, they want to explore more. For another statement "I am focused based on my interest," "I decide based on my preferences for instance, family background" got a weighted mean of both 3.84 were it interpreted as agree which means that they also based of their preferences and interest in making decision in choosing courses. For the last statements "I expect my potential in looking for a job," "I rely based on my abilities" have a weighted mean of 3.81 interpreted as agree – it indicates that the graduating students make decisions based from their abilities and the potential in looking for a job. Lastly, the overall weighted mean of the level of influence in terms of decision-making and interest is 3.96 – it signifies that graduating students agree to explore their decision making process.

Table 2.
Level of Students' Peer Influence

Indicators	Weighted Mean	Interpretation
1. My peers inspire me to choose what I like to take	3.47	Agree
2. My peers encourage me to do things to achieve my goals	3.77	Agree
3. My peers' advice to learn more about what I like to choose to do	3.60	Agree
4. My peers' informal talk leads me of what I should plan to choose	3.41	Agree
5. I prefer to my peer group in selecting a course	3.13	Neutral
Overall Weighted Mean	3.48	Agree

Legend. Strongly Agree (4.09-5.00), Agree (3.26-4.00), Neutral (2.51-3.25), Disagree (1.76-2.50), Strongly Disagree (1.00-1.75)
N=90

Table 2 shows the weighted mean of the level of influence in choosing courses in terms of peer influence of graduating students. Graduating learners perceived that they agree that they are accompanied by their peers in making a decision in their courses because their peer helps, give an advice or and encourage them to achieve their course. Overall, the graduating learners agree that they need peers because it will help them to enhance their capacity as a person in order to have an idea and to decide easily.

Table 3.
Level of Students' Considerations about the Institution

Indicators	Weighted Mean	Interpretation
1. I consider on a distance of travel from the house to school and home	3.56	Agree
2. I believe the stories of my acquaintances about the school	3.53	Agree
3. I learn the affordable tuition of the university in college institution	3.58	Agree
4. I rely on a scholarship grants	3.64	Agree
5. I look forward to fulfilling the job demands after studies, graduation or completion	3.92	Agree
6. I look for a low tuition fee in college or university	3.93	Agree
7. I consider on the location of the university	3.90	Agree
8. I am attracted the facilities and amenities in looking for a job	3.69	Agree
Overall Weighted Mean	3.71	Agree

Legend. Strongly Agree (4.09-5.00), Agree (3.26-4.00), Neutral (2.51-3.25), Disagree (1.76-2.50), Strongly Disagree (1.00-1.75)
N=90

Table 3 shows the weighted mean of the level of influence in choosing courses in terms of considerations about the institution of graduating students. “I look for a low tuition fee in college or university” this statement got the highest weight mean with the total of 3.93 interpreted as agree it indicates that one of the factors in choosing courses is to look for a lot tuition fee. For the statements “I look forward to fulfilling the job demands after studies, graduation or completion,” “I consider on the location of the university,” “I am attracted to facilities and amenities in looking for a job” and “I rely on a scholarship grants,” “I learn the affordable tuition of the university in college institution” and “I consider on a distance of travel from the house to school and back” have a weighted mean of 3.92, 3.90, 3.69, 3.64, 3.58 and 3.56 respectively which means that they choose their courses based on job demands, considering their location, the facilities amenities in looking for a job and even in scholarship grants. Overall, the graduating learners agreed that consideration about the institutions really affects in choosing courses.

Table 4.

Level of Students’ Future Job Opportunities

Indicators	Weighted Mean	Interpretation
1. I find the course I choose convenient in looking for a job in the future	3.97	Agree
2. I can expect for the good salary	3.93	Agree
3. I prefer for the stability status for the job	3.89	Agree
4. I favor the tenureship of the job	3.74	Agree
5. I expect the availability of the job that suits me	3.92	Agree
Overall Weighted Mean	3.91	Agree

Legend. Strongly Agree (4.09-5.00), Agree (3.26-4.00), Neutral (2.51-3.25), Disagree (1.76-2.50), Strongly Disagree (1.00-1.75)
N=90

Table 4 shows the weighted mean of the level of influence in choosing courses in terms of future job opportunities. “I find the course I chose convenient in looking for a job in the future” got the highest weighted mean of 3.97 and interpreted as agree – it indicates that it depends on the convenience in looking for a job in the near future when it comes in course selection. For another statements “I can expect for the good salary,” “I can expect the availability of the job that suits me” and “I prefer the stability status for the job” got a weight means of 3.93, 3.92 and 3.89 respectively were interpreted as agree – it explains that the students’ decision in choosing courses really matter of the stability status of the jobs, the availability of the jobs that suits them and they expect a good salary. For the last statement “I favor a tenureship of the job” got the lowest weighted mean of 3.74 and interpreted as agree which means it also affect on their decisions. Overall, the graduating students agree that they totally based on their future job opportunities in choosing their courses.

Table 5.

Level of Influence in Choosing Courses associated with Statistics and Probability Subject

Variables	X ²	df	X ² _(0.05)	Discussion	Interpretation
Decision-making and Interest	2.77	4	9.59	Failed to reject	Not Significant
Peer Influence	1.42	6	12.59	Failed to reject	Not Significant
Considerations about the Institution	6.41	4	9.59	Failed to reject	Not Significant
Future Job Opportunities	4.08	6	12.59	Failed to reject	Not Significant

The table above with regards under Statistic and Probability shows the result of chi-square computed values in different factors influencing students’ course selection with. For the decision-making and interest the X²_{comp} is 2.77; for peer influence, X²_{comp} = 1.42; for consideration about the institution, X²_{comp} = 6.41; and lastly, X²_{comp} = 4.08.

For decision-making and interest, the computed value is 2.77 while its critical value is 9.59 it implies that there is no significant association between decision-making and interest and student considerations of performance in the subject Statistics and Probability because X²_(0.05) = 9.59 > X²_{comp} = 2.77 which means H₀ is fail to reject. Wherein it implies that it does not affect of one’s decision in choosing courses in college, Kaneez and Medha (2018) found that interest is a less impact in course selection.

There is also no significant difference between peer influence and Statistics and Probability because the computed value (1.42) is lesser than its critical value (12.59). Therefore, H_0 is fail to reject – it means that peer influence is less impact in course selection as support to the study of Kaneez and Medha (2018) noticed that peer influence is less affect in choosing courses.

In terms of considerations about the institution, the computed value is 6.41 while its critical value is 9.59 where it inferred that there is no significant association between the considerations about the institution and Statistics and Probability because $X^2_{(0.05)} = 9.59 > X^2_{comp} = 6.41$ therefore, H_0 is fail to reject.

The computed value when it comes to future job opportunities is lesser than the critical value $X^2_{comp} = 4.08 < X^2_{(0.05)} = 12.59$ it reveals that there is no significant association between future job opportunities and Statistics and Probability because the null hypothesis is fail to reject and it supported by the study of Ahmed, Sharif and Ahmad (2017) said that future job opportunity had less association in choosing a course in college.

Table 6.

Level of Influence in Choosing Courses associated with Physical Science Subject

Variables	X^2	df	$X^2_{(0.05)}$	Discussion	Interpretation
Decision-making and Interest	8.31	6	12.59	Failed to reject	Not Significant
Peer Influence	6.67	6	12.59	Failed to reject	Not Significant
Considerations about the Institution	13.65	6	12.59	Reject	Significant
Future Job Opportunities	3.22	6	12.59	Failed to reject	Not Significant

The table above with regards under Physical Science shows the result of chi-square computed values in different factors influencing students' course selection. For the decision-making and interest the X^2_{comp} is 8.31; for peer influence, $X^2_{comp} = 6.67$; for consideration about the institution, $X^2_{comp} = 13.65$; and lastly, $X^2_{comp} = 6.41$

It reveals that there is no significant association between the decision-making and interest and Physical Science since the computed value is 8.31 is lesser than its critical value which is 12.59. Therefore, H_0 is fail to reject, decision-making and interest inferred that it does not affect of one's decision for tertiary education as supported of the study of Malubay, Mercado and Macasaet (2015) also revealed that decision-making and interest only have less impact in choosing courses.

For peer influence, the $X^2_{comp} = 6.67$ is lesser than $X^2_{(0.05)} = 12.59$. Therefore, H_0 is fail to reject. It implies that there is no significant difference between peer influence and Physical Science that means in choosing courses, advice from peers does not affect on one's decision as supported by the study of Kaneez and Medha (2018) that does not totally influence in their career decision,

The computed value of X^2 (13.65) when it comes to consideration about the institution under Physical Science is greater than its $X^2_{(0.05)}$ which is 12.59 wherein it explain that there is a significant association since the H_0 is reject and it was a consistent studies showed such as Shumba and Naong (2012) and Ming (2010) that institutions is the most influential among the students.

The H_0 is fail to reject when it talks about future job opportunities since the computed value (3.22) is lesser than its critical value (12.59) – it signifies that there is no significant difference between future job opportunities and Physical Science – future job opportunities only have less impact to their decision (Ahmed, Sharif & Ahmad, 2017).

Table 7.

Level of Influence in Choosing Courses associated with English Academic for Professional Purposes Subject

Variables	X^2	df	$X^2_{(0.05)}$	Discussion	Interpretation
Decision-making and Interest	4.43	6	12.59	Failed to reject	Not Significant
Peer Influence	3.81	6	12.59	Failed to reject	Not Significant
Considerations about the Institution	4.35	6	12.59	Failed to reject	Not Significant
Future Job Opportunities	4.79	6	12.59	Failed to reject	Not Significant

The table above shows the result of chi-square computed values in different factors influencing students' course selection with regards under English Academic for Professional Purposes. For the decision-making and interest the X^2_{comp} is 4.43; for peer influence, $X^2_{comp} = 3.81$; for consideration about the institution, $X^2_{comp} = 4.35$; and lastly, $X^2_{comp} = 4.79$.

It inferred that there is no significant association between decision-making and interest and English Academic for Professional Purposes since the critical value is greater than its computed value ($X^2_{(0.05)} = 12.59 > X^2_{comp} = 4.43$). Therefore, H_0 is fail to reject wherein it portrays that it cannot influence in making decision for higher education as supported to the study of Malubay, Mercado and Macasaet (2015) that interest does not affect in course selection.

For peer influence, the computed value is 3.81 and the critical value given is 12.59, it is clearly explain that there is no significant association between peer influence and English Academic for Professional Purposes – which means that it is not the variable in making decision of one's career for tertiary education. Thus, it has a consistent result to the study of Kaneez and Medha (2018) supported that peer influence have the least influence in choosing courses.

The computed value is 4.35 when it comes to consideration about the institution and its critical value is 12.59. Therefore, H_0 is fail to reject which means there is no significant association between consideration about the institution and English Academic for Professional Purposes.

It implies that there is no significant association between future job opportunities and English Academic for Professional Purposes because the H_0 is to reject and its critical value is greater than the computed value ($X^2_{(0.05)} = 12.59 > X^2_{comp} = 4.79$) and it was also revealed on the previous study of Ahmed, Sharif and Ahmad (2017) as stated that it has less correlated in choosing courses.

IV. GET PEER REVIEWED

Here comes the most crucial step for your research publication. Ensure the drafted journal is critically reviewed by your peers or any subject matter experts. Always try to get maximum review comments even if you are well confident about your paper.

For peer review send you research paper in IJSRP format to editor@ijsrp.org.

V. IMPROVEMENT AS PER REVIEWER COMMENTS

Analyze and understand all the provided review comments thoroughly. Now make the required amendments in your paper. If you are not confident about any review comment, then don't forget to get clarity about that comment. And in some cases there could be chances where your paper receives number of critical remarks. In that cases don't get disheartened and try to improvise the maximum.

After submission IJSRP will send you reviewer comment within 10-15 days of submission and you can send us the updated paper within a week for publishing.

This completes the entire process required for widespread of research work on open front. Generally all International Journals are governed by an Intellectual body and they select the most suitable paper for publishing after a thorough analysis of submitted paper. Selected paper get published (online and printed) in their periodicals and get indexed by number of sources.

After the successful review and payment, IJSRP will publish your paper for the current edition. You can find the payment details at: <http://ijsrp.org/online-publication-charge.html>.

VI. CONCLUSION

This study attempted to see the fundamental variable that impacts the choices of courses of the students in relation to the different factors. The Grade 12 Senior High School Students encountered the different factors that influence in their selection of course which includes decision-making and interest, peer influence, considerations about the institution and future job opportunities. These factors gave an impact towards the graduating learners in selecting a course in college. But much with more importance to the considerations about the institution. Institutional factors that influence students' college decision includes location, educational facilities, cost and employment opportunities.

APPENDIX

FACTORS INFLUENCING ON STUDENTS' CHOSEN COURSES OF GRADE 12 STUDENTS JAGOBIAO NATIONAL HIGH SCHOOL SENIOR – SENIOR HIGH SCHOOL DEPARTMENT

Personal Information

Name:

Grade & Section:

Gender:

Age:

Direction: Please answer the following items with honesty. The information that will be gathered by the researchers will be serve as confidential.

Decision-Making and Interest	5	4	3	2	1
1. I consider my desire of doing things					
2. I look my ability such as knowledge and skills					
3. I choose a course based on what I feel about it					
4. I decide based on my preferences for instance, family background					
5. I prefer things to do what I like the most					
6. I expect my potential in looking for a job					
7. I am focused based on my interest					
8. It is my passion that helps me to pursue the course or career to take					
9. I rely on my abilities					
10. I depend based on self0testing					

Peer Influence	5	4	3	2	1
1. My peers inspire me to choose what I like to take					
2. My peers encourage me to do things to achieve my goals					
3. My peers' advice to learn more about what I like to choose to do					
4. My peers' informal talk leads me of what I should plan to choose					
5. I prefer to my peer group in selecting a course					

Considerations about the Institution	5	4	3	2	1
1. I consider on a distance of travel from the house to school and home					
2. I believe the stories of my acquaintances about the school					
3. I learn the affordable tuition of the university in college institution					
4. I rely on a scholarship grants					

Future Job Opportunities	5	4	3	2	1
1. I find the course I choose convenient in looking for a job in the future					
2. I can expect for the good salary					
3. I prefer for the stability status for the job					
4. I favor the tenureship of the job					
5. I expect the availability of the job that suits me					

ACKNOWLEDGMENT

We thank the people who contributed to our study for their full support and guidance.

Dr. Jerald C. Moneva, the subject teacher, who guided, directed and encouraged us to continue the study, for the supported and trusted so that this study becomes possible and suggested useful ideas for the improvement of this study;

Dr. Richard F. Ruelan, the class adviser, who gave his support and guidance to motivate the researchers to finish their study;

Mrs. Arilina Yap Amante, the principal of Jagobiao National High School to allowed the researchers to conduct a survey formally to the respectful respondents;

Mrs. Mavel S. Orge, the registrar, who helped and gave full support to the researchers;

The Respondents, the fellow students in Jagobiao National High School – Grade 12 Senior High School – who gave their valuable time and cooperations to answer our survey questionnaire diligently;

The Parents of the Researchers, who gave their full understanding, love and unconditional support, especially in terms of financial assistance for the completion of this research;

Above all, the **God Almighty**, who continuously provided us the strength, guidance, knowledge and patience for all sacrifices.

REFERENCES

- [1] Agarwala, T. (2008). Factors Influencing Career Choice of Management Students in India. *Career Development International*, 13(4), 362-376. DOI:10.1108/13620430810880844
- [2] Ahmed, K.A., Sharif, N. & Ahmad, N. (2017). Factors Influencing Student's Career Choice: Empirical Evidence From Business Students. *Journal of Southeast Asia Research*, 1-15. DOI:10.5171/2017.718849

- [3] Al-Rfou, A. (2013). Factors that Influence the Choice of Business major Evidence from Jordan. *IOSR Journal of Business and Management*, 8(2), 104-108. Retrieved from <http://www.iosrjournals.org>
- [4] Dagang, A.L. & de Mesa, C.D. (2017). Factors Influencing Choice of a Business School in a City of Southern Philippines. *Research Journal of Social Sciences*, 10(2), 1-7. Retrieved from <http://www.aensiweb.com/RJSS/>
- [5] Edwards, K. & Quinter, M. (2011). Factors Influencing Students Career Choice among Secondary School Students in Kisumu Municipality, Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies*, 2(2), 81-87. Retrieved from <http://jeteraps.scholarlinkresearch.org>
- [6] Eremie, M. & Okwulehie, C. (2018). Factors Affecting Career Choice among Senior Secondary School Students in Obio/Akpor Local Government Area of Rivers State (Implication to Counselling). *International Journal of Innovative Education Research*, 6(2), 27-39. Retrieved from <http://www.seahipaj.org>
- [7] Ferrer, F. (2017). Correlation of STEM students'Performance in the National Career Assessment Examination and Academic Subjects. *International Journal of Social Sciences*, 3(1), 532-541. DOI:<http://dx.doi.org/10.20319/pijss.2017.s31.532.541>
- [8] Hoai, V.P., Thi, T.N.K. & Thanh, H.C.T. (2016). Factors Influence Students'Choice of Accounting as a Major. The 10th International Days of Statistics and Economics, 1471-1481. Retrieved from http://www.msed.use.cz>msed_2016
- [9] Ibrahim, K.K, Umar, A., Mohammed, K. & Garba, A. et al. (2017). Factors Influencing Students Choice for Medical Laboratory Science as a Profession: A case of Students at Usmanu Danfodiyo University (Udu), Sokoto, North-Western Nigeria. *Asian Journal of Medicine and Health*, 2(2), 1-8. DOI:10.973/AJMAH/2017/29224
- [10] Kaneez, B.-S. & Medha, K. (2018). Factors Influencing Grade 10 Students'Career Choice in Mauritius. *International Journal of Academic Research in Progressive Education and Development*, 7(2), 30-44. DOI:10.6007/IJARPED/v7-i2/4081
- [11] Kazi, A.S. & Akhlag, A. (2017). Factors Affecting Students' Career Choice. *Journal Research and Reflections in Educations*, 2, 187-196. Retrieved from <http://www.ue.edu.pk/jrre>
- [12] Khoo, K., Ban, T.K., Neng, C.Y., Hooi, B.K. & Joan, C.Y. (2015). Students Choices of choosing Colleges and Course of Study in Penang. *ABC Research Alert*, 3(1), 1-7. Retrieved from <http://www.abcreal.weebly.com>
- [13] Kusumawati, A. (2013). A Qualitative of the Factors Influencing Student Choice: The Case of Public University in Indonesia. *Journal of Basic and Applied Scientific Research*, 3(1), 314-327. Retrieved from <http://www.textroad.com>
- [14] Leppel, K., Williams, M.L. & Waldauer, C. (2001). The Impact of Parental Occupation and Socioeconomic Status on Choice of College Major. *Journal of Family and Economic issues*, 22(4), 373-374.
- [15] Malgwi, C.A., Howe, M.A. & Burnaby, P.A. (2005). Influences on Students'Choice of College Major. *Journal Education for Business*, 80(5), 275-282.
- [16] Malubay, G.J.J, Mercado, K.A & Macasaet, E. (2015). Factors Affecting the Decision of Freshmen Students in pursuing Hospitality and Tourism programs in Lyceum of the Philippines University-Laguna:Basis For Enhancement. *Laguna Journal of international Tourism and Hospitality Management*, 3(1), 23-48.
- [17] Ming, J. (2010). Institutional Factors Influencing Students'College Choice Decision in Malaysia: A Conceptual Framework. *International Journal of Business and Social Science*, 1(3), 53-58. Retrieved from <http://www.ijbssnet.com>
- [18] Okiror, J.J & Otabong, D. (2015). Factors Influencing Career Choice among undergraduate Students in an Africa University context: The Case of Agriculture Students at Makerere University, Uganda. *Journal of Dynamics in Agricultural Research*, 2(4), 12-20. Retrieved from <http://www.journaldynamics.org/jdar>
- [19] Olamide, S.O & Olawaiye. (2013). The Factors Determining the Choice of Career Among Secondary School Students. *The International Journal of Engineering and Science*, 2(6), 33-44. Retrieved from <http://www.theijes.com>
- [20] Olaosebikan, O.I & Olusakin, A.M. (2014). Effects of Parental Influence on Adolescents'Career Choice in Badagry Local Government Area of Lagos State, Nigeria. Effects of Parental Influence on Adolescents'Career Choice in Badagry Local Government Area, 4(4), 44-57. Retrieved from <http://iosrjournals.org>
- [21] Pascual, N. (2014). Factors Affecting High School Students'Career Preference: A Basis for Career Planning Program. *International Journal of Sciences: Basic and Applied Research*, 16(1), 1-14. Retrieved from <http://gssrr.org/index.php?journal=journalofbasicandapplied>
- [22] Rababah, A. (2016). Factors Influencing the Students' Choice of Accounting as a Major: The case of X University in United Arab Emirates. *International Business Research*, 9(10), 25-32. DOI:10.5539/ibr.v9n10p25
- [23] Sabir, R.I, Ahmad, W., Ashraf, R.U & Ahmad, N. (2013). Factors Affecting University and Course Choice: A Comparison of Undergraduate Engineering and Business Students in Central Punjab, Pakistan. *Journal of Basic and Applied Scientific Research*, 3(10), 298-305. Retrieved from <http://www.textroad.com>
- [24] Shumba, A. & Naong, M. (2012). Factors Influencing Students' Career Choice and Aspirations in South Africa. *Central University of Technology, Free State*, 169-178. Retrieved from <http://www.ashumba@cut.ac.za&almondshumba@yahoo.com>
- [25] Sidin, S., Hussin, S.R. & Soon, T.H. (2003). An Exploratory Study of Factors Influencing the College Choice Decision of Undergraduate Students in Malaysia. *Asia Pacific Management Review*, 8(3), 259-280.
- [26] Soria, K.M. & Stebleton, M. (2013). Major Decision: Motivations for Selecting a Major, Satisfaction and Belonging. *NACADA Journal*, 33(2), 29-43. DOI:10.12930/NACADA-13-018
- [27] Su, M.-S., Chang, T.-C., Wu, C.-C. & Liao, C.-W. (2016). Factors Affecting the Students Career Decision-Making of Junior High School Students in Central Taiwan Area. *International Journal of Information and Education Technology*, 6(11), 843-850. DOI:10.7763/IJiet.2016.v6.803
- [28] Umar, I. (2014). Factors Influencing Students'Career Choice in Accounting: The Case of Yobe State University. *Research Journal of Finance and Accounting*, 5(17), 59-62. Retrieved from <http://www.iiste.org>
- [29] Uyar, A., Gungormus, A.H & Kuzey, C. (2011). Factors Affecting Students Career Choice in Accounting: The case of a Turkish University. *American Journal of Business Education*, 4(10), 29-38. DOI:10.19030/ajbe.v4i10.6061
- [30] Yazici, S. & Yazici A. (2010). Students'Choice of College Major and their perceived fairness of the procedure Evidence from Turkey. *Educational Research and Evaluation*, 16(4), 371-382. DOI:10.1080/13893611.2010.528196

AUTHORS

First Author – JV Jane G. Ouano, Grade 12 Senior High School Student taking Accountancy, Business and Management (ABM).
ouanojv@gmail.com

Second Author – John Fritz L. Dela Torre, Grade 12 Senior High School Student taking Accountancy, Business and Management (ABM). johnfritzelatorre@gmail.com

Third Author – Wenaly I. Japitan, , Grade 12 Senior High School Student taking Accountancy, Business and Management (ABM).
Ylahnew2000@gmail.com

Correspondence Author – Jerald C. Moneva, Teacher. Jeraldmoneva5@gmail.com