European Journal of Education Studies
ISSN: 2501 - 1111
ISSN-L: 2501 - 1111
Available online at: www.oapub.org/edu

DOI: 10.46827/ejes.v11i4.5270 Volume 11 | Issue 4 | 2024

PREDICTORS OF SHS' CHOICE ON TVL TRACK

Barney French S. Blanco[i],
Leilanie L. Tingzon
Professional Schools,
University of Mindanao,
Davao City, Philippines

Abstract:
Career choice for senior high school programs is a crucial stage among junior high school Filipino students. The purpose of this study is to determine the predictors of Senior High School students' career choices on Technical-Vocational Livelihood (TVL) in Davao del Sur, Philippines. Adopted survey questionnaires were given to a sample of N=405 grade 10 students from public secondary schools in the Division of Davao Del Sur. The questionnaire was validated by experts contextualizing in the local setting. Mean, Pearson chi-squared and logistic regression were used to determine the predictors of Senior High School students' career choices on Technical vocational Livelihood track. The results show that the mother's educational attainment significantly affects the student's intention to enroll in a Technical-Vocational program. Also, classmates will enroll in the same program show a positive relationship with the students' enrollment intention. This was followed by a flexible class schedule and various accreditations. School career counselors need to intensify students' awareness in the career selection process to generate ideas and career alignment, and encourage student's preferences. Career counseling will provide students with a strong sense of direction and help students determine their strengths, values, passion, and areas of interest.

Keywords: predictors, enrollment decision, exogenous, career choice, student preference, Technical-Vocational Livelihood track, Philippines

1. Introduction

Choosing the right career path can lead to life success, future jobs, and opportunities, and high school students are no exception. They may be indecisive (Molitierno, 2022), not in their right mind yet (Kenny, 2016), to change their plans for their future (MacKay, 2019). According to Claver (2020), students are unsure about their career goals or path, and career choice can significantly impact their lives as one can never be successful if they are unhappy with their work obligations in the future (Ahmed *et al.*, 2017); wrong career

[i] Correspondence: email barneyblanco05@gmail.com

choice means poor performances (Aben, 2020); anxiety and stress as they were struck in the middle of nowhere and socially disregarded; (Masdonati *et al.*, 2017). Picincu (2021) and Reddy (2021) noted that financial concerns, job uncertainty, and fear of failure are common impediments for students choosing a career. Students desire a career that fits their values, interests, and skills, but this is not always achievable. Students should analyse their talents and inclinations and choose a career they will not regret.

Consequently, Technical vocational Livelihood (TVL) is one of the strands in the Senior High School in the Philippine educational system that students must consider in molding their career path as they proceed to college or employment (Galias, 2020). Eesley and Wang (2017) posited that vocational career choice had been influenced by skills, interests, peers, family, school structure, grade point average, and gender. Also, the people who most affect student's choices are friends, parents, teachers, and alumni (Kulclsar *et al.*, 2020). Schools expect their graduates to have the requisite skills and competencies for their chosen program. This has highlighted the significance of education and training that allows individuals in sophisticated societies to compete with the finest in the world. To be successful in the future, one must understand and plan his or her professional path (Quacquarelli, 2018), and to be successful, career competences are required. This is shown by the track options available to students. This is also where employers search for graduates who have the proper attitudes and aptitudes to be productive in the job (Barrett, 2017). This implied that is not only a characteristic of new graduates but must be maintained throughout a person's working life and a product of good and right career choices.

Similarly, the technical vocational livelihood track was created to prepare students for specialized skills, abilities, industries and associated with practical skills able to perform tasks related to a specific industry (Pajares *et al.*, 2018). In the technical vocational livelihood program, every student is exposed and be in a simulated workplace experience to perform industry-based competencies for the application of knowledge (Aid, 2018). The K to 12 program is not an additional two years of schooling but to make SHS students employable after completion (Cuenca & Daling, 2018). It increases productivity, allows every individual to self-support, and improves sustainability (Okwelle *et al.*, 2017). It also addresses the need for skilled workers in the industry and focuses on the employment of the students rather than tertiary education (De Jesus, 2019), the application of skills that prepare them how to apply their knowledge and practices in real-life situations (Earth Village Education, 2021); skills and behaviour for profitable in work or profession (Hardy, 2022). More so, Filipinos viewed technical and vocational education and training (TVET) as a way and tool to get the skills they needed to get jobs. As an effect, their earning capacity rises and can rise out of poverty (Anderson, 2020).

In the Davao region, many schools are offering vocational and livelihood education and are focusing on the acquisition and development of technical skills. As many technical schools erupted, this assures that technical skills are in demand. Consequently, a gap in the literature exists because the researcher has not come across studies in the Philippine context that deal fully with predictors of career choices in the technical vocational livelihood strand. Most of the studies related to career competencies,

employability, and technical skills and usually were conducted outside of the country, if in the Philippines, this is not locally present in Davao del Sur. Thus, there is a need to fill this gap. The urgency of conducting this study is to determine the factors that affect high school students' choice to be in the Technical vocational Livelihood track. Identifying these factors might help parents, educators, administrators, and the industry an idea of how they are going to intervene in students' selection process. Also, it may be used as one of the references to optimizing resources to craft policies and programs.

2. Literature Review

2.1 Predictors of SHS' Choice on Technical Vocational Livelihood Track

Post-secondary education is a crucial stage of an adolescent's life. It is the period in which the students are making choices to pursue their courses and take future career plans. Every student has a different unique history of their past and how they view things differently in this world. In fact, every school student has a task to explore and discover their postsecondary career options.

The Technical vocational Livelihood track, for example, provides individuals with skills and capabilities that prepare them for the work industry after completing their postsecondary education (Lavilles & Robles, 2017). Technical vocational Livelihood track suites for those students who are aggressively searching for employment after completing SHS (Gunay *et al.*, 2019). The study aims to identify what are the factors that affect their preference towards technical vocational livelihood.

In choosing a career, it must be suitable to the individual's interest should be considered. Students must realize that their interests must fit with their capabilities so that it won't be too hard for them to select the appropriate career path (Penedilla, 2017). High school students are at the state of exploration career development, which involves the process of specifying and identifying their career choices, it is also formulating ideas about their career choices.

Personality plays an important factor in choosing the right course (Sayenda, 2022). A student's personality must be a self-motivated type that searches for curiosity and discovers the course of possibilities and not a procrastinating type that doesn't wait for the exact moment to decide. Individuals must take seriously the selection of vocational careers. For this reason, it is one of the hindrances that limit the students' career opportunities in the future. The interest that the student possesses can increase their confidence to strive further and more likely to do better with their education.

Parental influence on the future career choices of students and consequently the selection of subjects to offer was found to be high (Ayub, 2017; Mullola *et al.*, 2018). It has been found that family is the most influential factor in career choice, opportunities, and expectations (Börekci, 2022). Students who are encouraged and feel supported by their parents have developed the confidence to select a career that would be interesting. This is salient to those adolescents who feel proficient regarding vocational career decision-making choices later in life (Alderotti *et al.*, 2022). Motivation and encouragement from

parents are important factors that influence the child's career choice. In Kundi *et al.*, (2021), children may go for what a parent truly desires on his/her own child.

Peers have also been considered a potent factor in student career decision-making (Holman & Hughes, 2021; Klehe *et al.*, 2021; Nazareno *et al.*, 2019) According to their research, Peer influence is a salient thing in the selection of subjects. Some students prefer subjects that their fellow peers chose. Some students go with the peers who share the same values and influence them to choose vocational education. Yin *et al.* (2021) posited that peer relation positively affects educational aspiration in certain careers. As part of the adolescent stage, one wants to feel accepted in a group. Sometimes, peers and friends can affect decision-making. If dominant of their friends chooses a tourism-related career, one who wants to belong to a group will end up taking a career where their friends and peers want. As highlighted by Hartmann and Ertl (2021), adolescents are easily affected by their peers because peers give information on the vocational career choices that they make.

As part of the adolescent stage males and female has distinct preferences towards vocational choices (Tan, 2020). Sometimes, people are having difficulty in choosing careers. The student may select careers incompatible with their personality and interests. This will justify that career choice towards the technical vocational livelihood track might be influenced by gender (Bian *et al.*, 2017). The awareness of gender bias in occupational opportunities can be a hindrance for individuals in choosing preferable career choices. Some preceding research found out that there are work-related differences between males and females (Choi & Nae, 2020).

Perceptions of the gender gap can create individuals' career barriers (Hinojosa Alcalde *et al.*, 2017). Gender gap affects career choice in resulting confusion and uncertainty of perception among people. They classify some specific careers as "for men only" or "for women only". Men are expected to have Technical vocational Livelihood career choices such as automotive servicing, welding, carpentry, bartending, and plumbing, while women are supposed to choose bread and pastry, cookery, housekeeping, and food and beverage services (Pérez-Villalba *et al.*, 2018). They select the Technical vocational Livelihood specialization which they believe is gender compatibility and evades gender mismatches towards vocational careers.

Job opportunities may influence how student perceive their future in terms of the reasonable probability of a future. Technical vocational Livelihood student choose their specialization for a reason. The factor that affects his/her decision includes the ideal job, opportunity, and experience. Career choice is a substantial factor that determines the kind of path that they going to take in life (Khan, 2017). In postsecondary education, students are advised to decide which track to follow to prepare them for future worthwhile occupations. One of the greatest barriers to pursuing their ideal careers is the inadequate in-depth knowledge of the possible job opportunities in the future. In addition, knowledge is necessary to make judgments on their career preferences (Wehmeyer *et al.*, 2018).

Students in postsecondary education especially in the technical vocational livelihood track necessarily to undergo career guidance to give them insights and

awareness on the career choices that can contribute to human power needs in the economy (Castaño, 2018). School career guidance program enables them to reach out to students' desire to make appropriate decisions on their future career choices (Alaloul *et al.*, 2020). These programs were made to encourage and give assistance towards the realization of their abilities and potentials which is suitable for their career choices and makes them more functional members of society. According to Bautista and Tamayo (2020), the educational system should acknowledge the adequacy of new skills that will meet challenges in the 21st century. The skills that they acquire will build them to be more efficient and productive in a modern economy (St-Jean & Duhamel, 2020). The environment such as teachers, friends, schools, and stakeholders should collaborate to assist students' potential and guide them to their respective career choices (Craig *et al.*, 2018).

Other principal factors that result in poor teaching performance are the inadequacy of teachers and unavailability of facilities, insufficient tools and materials can cause unwillingness towards the students (Al-Abri & Kooli, 2018). The availability of facilities and sufficient materials has a great impact on the learning process of every student. Most TVEs in Nigeria are pushed below standard due to the unavailability of materials and lack of facilities for obtaining skills (Wehmeyer *et al.*, 2018). Therefore, school facilities can have a profound impact on both teacher and student outcomes.

For teachers, the quality of their teaching environment can affect recruitment, retention, and effort in the teaching-learning process. For students, school facilities affect health, behavior, engagement, learning, and growth of achievement. Especially in the Technical vocational Livelihood track, facilities with comfortable and innovative features are designed to the needs of the teacher and student and maximize every individual's potential. School facilities are vital in the process of performance-based courses (De Leon, 2019). Students who are engaged with poor basic facilities and capital equipment are more likely to have a low educational level (Lavilles *et al.*, 2017; Mtemeri, 2017; Rusiana & Flores, 2019).

An individual's aptitude and intellectual abilities are of great importance (Schechter, 2020). An individual with a natural aptitude to do something, particularly a specialty can be attracted to another specialty based on trends, opportunities, financial reasons, and perception (Serra *et al.*, 2018). In addition, Evaluation of these factors will help to determine aptitude choices to minimize mismatches and serve as a basis to cater to students' questions when it regards career preferences based on their aptitudes (Frederiksen & Kato, 2018).

High school grades can be a vital influence on students' decisions (Bryce *et al.*, 2021). GPA does matter because obtaining marks in a specific subject can be a predictor of career choice (Kazi, 2017). Grade also dictates which area you are in, and it provides insights into your character, habits as well as career choices really interest you. If the grades are low, it might indicate lesser learning or probably the field of studies doesn't suit your interest and potential (Schechter, 2020). These implications might affect every individual's decision-making in career choices. In Kulclsar *et al.*, (2020), grade point average shows a strong impact on the career choice of a student (Rogers *et al.*, 2018), and

it determines how diligent they are and how much effort they are willing to exert to succeed (Kiongo, 2020).

Personal income and the level of income of the family are also a factor that influences students' career choices in a short period of time (Kurniawan *et al.*, 2020). Every track on the Technical vocational Livelihood track requires financial resources for the utilization of things that can help students improve their educational level. This will be one of the deciding factors if the student will be able to take the track or go for other feasible and attainable options (Vallejo, 2019).

3. Material and Methods

This study will employ a non-experimental quantitative design utilizing the descriptive technique of research which is designed to gather data, ideas, facts, and information related to the study. In this study, the variables will not be manipulated, and the setting will not be controlled. Creswell (2002) highlighted that quantitative research is the process of collecting, analyzing, figuring out what the results of a study mean, and writing them down. The goal of descriptive research design was to get information that could be used to describe a phenomenon, situation, or population systematically. More specifically, it helped answer the what, when, where, and how questions, not the why questions, about the research problem.

Further, it is a fact-finding study that allows the researcher to examine the characteristics, behaviors, and experiences of study respondents (Calmorin, 2007). The study is descriptive in nature since it will determine the predictors of Senior High School students' career choice on the Technical vocational Livelihood (TVL) track in the selected high schools in Davao del Sur for the school year 2022 – 2023.

This study was conducted on selected public secondary schools in the Division of Davao del Sur. The names of the selected schools in Davao del Sur were substituted with letters such as Schools A, B, and C respectively to maintain confidentiality.

The respondents were the 300 selected public and private high school students in Davao del Sur, Philippines. To have a holistic representation of the scope of this study, the researcher used random sampling. Since the random sampling technique will be selected, each member of the population has an equal chance of being selected. Data is then collected from as large a percentage as possible of this random subset. Slovin's formula was used in getting the sample size of the study.

Consequently, desired criteria will only be included if they are a). will be public and private high school students; b). enrolled in the selected public and private schools in Davao del Sur in Region XI; c). will further give their consent before administering the survey questionnaire. On the other hand, the researcher provided the criteria for those who would not be included or be the subject of the study such as high school students who were from the selected public and private secondary schools in Davao del Sur in Region XI.

Furthermore, respondents were given the free will and voluntariness to get involved in the study. They will be informed that no threat, intimidation, coercion, or

compulsion was used against them and that they may withdraw from the research process at any time. Their responses were treated with strict confidentiality; they will not be publicized or made public without their approval.

The research instrument used an adapted from the Career Choice questionnaire of Castro, Gono & Murcia (2020). The questionnaire will be modified to fit the research objectives and further was validated by the panel of validators and experts. The experts' comments will be taken correctly and incorporated into the finalization of the said instrument. The adopted standardized questionnaire is valid in contents, for they will be tested and proven by the author as it underwent modification to classify the questions. The questionnaire will be designed in a comprehensive form with the help of expert validators to provide the respondents with ease and comfort in answering each question and understanding the study's objective. Also, the researcher seeks permission from the author in the manner that the researcher personally e-mailed them.

In the first part of the research instrument, the respondents are given explicit instructions about the goal of the study as well as the need they will provide truthful responses to the questions that will be asked. In addition to this, they will be assured that their responses will not be shared with anyone else since the researcher will be following all appropriate ethical concerns, especially regarding confidentiality, privacy, and anonymity.

The first part of the questionnaire will deal with the background information such as their names being optional, name of the school, address, type of school, age, sex, and parents' educational qualification.

The second part of the questionnaire will deal with the reasons for selecting a Technical vocational Livelihood as a Track for their Post-Secondary learning. This will include domains or indicators like exogenous factors (6 items), characteristics of the school (13 items), the school's effort to communicate (6 items), and enrolment decisions (2 items). All items are answerable by yes or no.

The necessary data will be gathered in a systematic procedure. Firstly, the researcher will send a letter of permission to conduct the study to the Department of Education Schools Division Superintendent of Davao del Sur. Moreover, the researcher will make another letter addressed to the district supervisor of Davao del Sur covered in this study to allow the researcher to conduct the study in their respective divisions. Upon approval, survey questionnaires will be administered to the selected public and private secondary schools in Davao del Sur, Region XI. The researcher will personally go to the different selected schools to distribute questionnaires to the respondents.

The researcher will personally gather the questionnaires after the distribution so the respondents will have enough time to answer the questions. One hundred percent of the distributed questionnaires will be retrieved successfully. The accomplished results will then be checked and tallied. Finally, after all the results are tallied, these will be analyzed and interpreted based on the purpose of the study.

4. Results and Discussion

The outputs of the sets of data are presented in this segment and are based on the objectives of this research. The data and the analysis of findings are based on the responses of the respondents on Predictors of SHS' Choice on Technical vocational Livelihood Track. Tables are arranged based on the following subheadings: Demographic profile of the students, Decision on going into post-secondary, Characteristics of the school, The school's effort to communicate, Enrollment decision, Effects of variables on the choice of technical-vocational strand, and Model fit measures.

Table 1 shows the demographic data of the participants: 341 representing (83.2%) of the respondents are from public schools and 46 respondents representing (15.8%) are from private schools. According to Oladele (2017), as cited by Nyarko (2013), the school's role is to provide a structured academic environment that motivates students to pursue education and not to discourage them. The condition of school facilities, including factors like temperature, noise level, and building age, has been shown to affect behavior, attendance, and academic performance in students (Earthman, 2002; McGowen, 2007). In terms of sex, 165 respondents were male and 240 respondents were female. Decisions about careers can change based on a person's gender depending on how competent they believe themselves to be in specific job-related tasks. Students' decisions to enroll in technical-vocational programs are strongly affected by gender. Buehren (2017) discovered that women's decision to enroll in courses with a high male enrollment rate is impacted by the ties they already have with people in those careers. This shows that women's enrollment decisions are influenced by a variety of factors, including exposure to non-traditional fields and personal relationships. From the demographic information obtained, most of the respondents of the mother's educational qualification 127 (31.4%) are high school graduates. This was followed by 86(21.2%) of the respondents who achieved college graduation. Also, 76(18.8%) of the respondents who were college-level. Studies show that children who are dependent on their parent's decision-making tend to be more independent as they enter high school and senior school (Brigman & Nobel,1990). Parents' educational attainment has the greatest influence on their children's professional choices (Grissmer, 2003; Ogunlade, 1973).

The remaining were 45(11.1%) who were at the elementary level, 45(11.1%) who were at the high school level, and 26(6.4%) who were elementary graduates. Regarding the father's educational qualification, most of the respondents 110(27.4%) are high school graduates. This was followed by 88(21.9%) who were college level, 86(21.4%) who were high school level, and 48(12%) who were at high school level. The rest were 40(10%)) who were elementary graduate and 3(0.7%) who were post graduate.

Table 1: Background information

Profile	F	%
Type of School		
Public School	341	84.2
Private School	46	15.8
Frequencies of Sex		
Male	165	40.7
Female	240	59.3
Mother's educational qualification		
Elementary level	45	11.1
Elementary graduate	26	6.4
High school level	45	11.1
High school graduate	127	31.4
College level	76	18.8
College graduate	86	21.2
Father's educational qualification		
Elementary level	26	6.5
Elementary graduate	40	10.0
High school level	48	12.0
High school graduate	110	27.4
College level	88	21.9

Table 2 shows that 270(66.8%) of the 404 respondents think that the financial capacity of my parents or sponsors potentially affects their decision while 134(33.2%) of the respondents do not think that the financial capacity of my parents or sponsors. Family support and sponsorship are important considerations in career decision-making which influences the students' career choice (Humayon *et al.,* 2018). Another 259(64.1%) respondents out of 404 respondents believe that my personal interest and wish can influence their decision in choosing their post-secondary education. According to Holland (1966), Individuals prefer a career that is suitable to their personality and interests. Also, 212(52.5%) of the respondents indicate that where their classmates will enroll has an impact on choosing their career path. In addition, 145(35.9%) of the respondents think that my parent's decision can contribute to ideas in choosing their career choice in post-secondary education.

Table 2: Decision of going into post-secondary

My decision of going into post-secondary will be based on:	Yes		No	
	f	%	f	%
1. My parent's decision	145	35.9	269	64.1
2. My personal interest and wish	259	64.1	145	35.9
3. Where my classmates will enroll	212	52.5	192	47.5
4. The recommendation of my teacher/class adviser	118	29.2	286	70.8
5. The recommendation of my guidance counselor	77	19.1	327	80.9
6. The financial capacity of my parents or sponsor	270	66.8	134	33.2

Another 118(29.2%) of the respondents believe that the recommendation of my teacher/class adviser affects their decision-making while the remaining 77(19.1%)

respondents are from the recommendation of my guidance counselor. Counselors can support individuals in making wise decisions by providing helpful guidance. Making guidance requires careful consideration of one's professional capabilities and interests.

Table 3 below presents that 399 (98.8%) of the respondents chose Yes on schools that have more than 10 hectares' campus and updated facilities and buildings while 5 (1.2%) of the respondents chose No to more than 10 hectares campus and updated facilities. Adejompo (2017) believes that educational learning environments such as facilities and infrastructures influence the effectiveness and academic achievement of students. This was followed by offers scholarship programs 398(96.3%) who chose yes and 15(3.7%) of the respondents who chose no. As concluded by Aitken *et al* (2004), the main goal of the scholarships is to encourage interest in and honor deserving students who may benefit from the financial assistance. It has been discovered that a variety of scholarship programs help students in different ways. Scholarship programs have been shown to increase academic achievement and degree completion rates (Kee, 2001; Carpenter, 2018). Also, 384(95.3%) chose yes to having a school uniform and 16(4.7) respondents chose No to have a school uniform. School uniforms are a tool used by many school reform initiatives to manage conduct and foster a sense of unity and belonging among students (Uriyo, 2000). Also, Agarwal (2015) stated that the Implementation of uniforms improves students' behavior and performance. Another 382(94.6%) of the respondents chose yes to offer the course I want to enroll in and has a flexible class schedule while 22(5.4%) of the respondents chose No to offer the course I want to enroll and has a flexible class schedule.

Table 3: Characteristics of the school

If I have to choose college or university, I want to study in an institution that:	**Yes**		**No**	
	f	%	f	%
1. has more than 10 hectares of campus and updated facilities and buildings.	280	69.3	124	30.7
2. is known to produce top notchers in the board exams.	322	79.7	82	20.3
3. offers affordable tuition fee.	376	93.3	27	6.7
4. offers installment in tuition fee payments.	369	91.3	35	8.7
5. has flexible class schedules.	382	94.6	22	5.4
6. has various accreditations, including centers of excellence, autonomous status, ISO.	314	77.7	90	22.3
7. is located in the same city or municipality.	374	92.6	30	7.4
8. has a school uniform.	384	95.3	19	4.7
9. offers scholarship programs.	389	96.3	15	3.7
10. have teachers known to be good.	399	98.8	5	1.2
11. offers the course want to enroll.	382	94.6	22	27.7
12. is known to have partnered with universities from other countries.	292	72.3	112	27.7
13. has successful /graduate alumni I know.	368	91.1	36	8.9

This was followed by 376(93.3%) of the respondents who chose yes to offering affordable tuition fees while 27(6.7) of the respondents chose no. The tuition fee that an institution charge has an impact on student enrollment decision. With the high increase of tuition fee, the enrollment declines. Neil (2009) claims that a student's decision to enroll in college

for the first time may be influenced by the tuition costs of the institution. Low tuition fees aid families from the financial burden brought by academic institutions (Belmonte, 2022). According to Lecouteux (2015), disadvantaged students may be able to overcome their risk aversion and pursue higher education with the support of reduced tuition fees.

Table 4 presents the school's effort to communicate. This shows the most influential methods to communicate with students include brochures/fliers 315(78%). Flyers and brochures are examples of visual materials that can be very helpful in the selection process since they can provide students about various career routes and change their perceptions of those paths (Hartung, 1996). This was followed by Billboard/Tarpaulin 305(75.5%). According to research, tarpaulins and billboards can be used for creative advertising (Hicks, 2009). The importance of using billboards as an effective communication tool is highlighted, along with campaign strategy and design requirements (Lithgow, 1999).

Table 4: The school's effort to communicate

In my decision, I will be influenced by the following:	**Yes**		**No**	
	f	**%**	**f**	**%**
1. Radio and television	276	68.3	128	31.7
2. Social media (e.g., Facebook, YouTube and Twitter)	292	72.3	112	27.7
3. Fliers/brochures	315	78.0	89	22.0
4. Billboards/Tarpaulin	305	75.5	99	24.5
5. Campus visit	288	71.8	113	28.2
6. Student Bazaar	274	67.8	130	32.2

In addition, 292(72.3%) of the respondents are from social media. Studies reveal that social media has a crucial role in influencing students' job decisions; most of them use it to research potential careers (Zamroni, 2019). This influence extends to the purpose of choosing a career, where peer influence and information-seeking activities through online social networks are important factors (Tan, 2014). The remaining were less influential including 288(71.8%) for campus visits, 276(68.3) for radio and television, and 273(67.8%) for student bazaar.

Shown in Table 5 below is the total number of students who plan to enroll technical-vocational strand in senior high school in Davao Del Sur. In this table, it was found that enrollment decision is significantly associated with their plan to enroll technical-vocational strand in senior high school. Students' enrollment decision in the technical-vocational strand shows a complex interplay of factors. Students' decisions are greatly influenced by social relationships that exist inside the school environment, such as relationships with school staff and peers (Pittman, 1991). According to Onojah (2021), career decisions made by students are significantly influenced by vocational counseling. Based on the result obtained, students from junior high school in Davao Del Sur are more likely to enroll in the technical-vocational strand in senior high school.

Table 5: Enrollment Decision

Plan to enroll in Technical-Vocational strand in senior high school	**f**	**%**
Will not enroll Technical-Vocational	131	32.4
Will enroll Technical-Vocational	273	67.6

Table 6 presents alternative strands of students to enroll instead of technical-vocational. 85 of the respondents representing (41.1%) prefer Science, Technology, Engineering, and Mathematics (STEM). This was followed by 65 of the respondents representing (31.4%) from Humanities and Social Sciences (HUMSS). Another 22 respondents representing (10.6%) were from Information and Communications Technology (ICT). The remaining were 17(8.2%) from General Academic Strand (GAS), 10(4.8%) from Accountancy, Business and Management (ABM) and 1(0.5%) from agriculture.

Table 6: Frequencies of alternative strands to enroll instead of Technical-Vocational

Choice	**Counts**	**% of Total**	**Cumulative %**
Accountancy, Business, and Management (ABM)	13	5.8%	11.1%
Agriculture	1	0.5%	5.3%
General Academic Strand (GAS)	17	1.0%	14.5%
Humanities and Social Sciences (HUMSS)	65	31.4%	45.9
Information and Communications Technology (ICT)	22	10.6%	56.5
Science, Technology, Engineering and Mathematics (STEM)	85	41.1%	100.00%
Others	5	2.4%	58.9%

Table 8 offers a comprehensive overview of the model fit statistics for the logistic regression model examining the impact of personal demographic variables on students' intentions to enroll in a technical-vocational program. The table reports several indices of fit: Deviance, Akaike's Information Criterion (AIC), Bayesian Information Criterion (BIC), and various pseudo-R^2 measures including McFadden's R^2 (R^2McF), Cox and Snell's R^2 (R^2CS), Nagelkerke's R^2 (R^2N), and Tjur's R^2 (R^2T).

Table 6: Model Fit Measures

Model	**Deviance**	**Deviance**	**BIC**	**R^2_{McF}**	**R^2_{CS}**	**R^2_N**	**R^2_T**
1	363	443	602	0.266	0.284	0.397	0.317

The Deviance for the model is 363, which on its own is not informative without a comparison to a null model, but it is part of the calculation for other fit indices. Lower values of deviance indicate a better fit to the data. The AIC and BIC are 443 and 602, respectively; both are measures of model fit that penalize for model complexity, with BIC providing a harsher penalty for the number of predictors in the model. Generally, lower values of AIC and BIC suggest a better fit to the data considering the number of predictors.

McFadden's R^2 is 0.266, which, while typically lower than R-squared values from ordinary least squares regression due to its conservative nature, indicates a moderate level of model fit. Cox and Snell's R^2 and Nagelkerke's R^2 expand on McFadden's

approach to provide a more interpretable measure of model fit relative to the maximum possible value for a particular data set. In this case, Cox and Snell's R^2 is 0.284 and Nagelkerke's R^2 is 0.397, suggesting that the model explains between 28.4% to 39.7% of the variability in the intention to enroll in a technical-vocational program. Tjur's R^2 is 0.317, which is another alternative measure of the degree of association between the predicted probabilities and the observed outcomes.

In summary, the model appears to provide a moderate fit to the data, indicating that the selected predictors have a substantial relationship with the student's enrollment intentions. These fit measures suggest that while the model is informative, there may be other factors not included in the model that could explain additional variability in the outcome.

5. Conclusion

This academic study presents the technical vocational livelihood track predictors of SHS choice. It was discovered that students' preference to enroll in a technical-vocational program is strongly influenced by their mother's educational background. Students whose mothers have an elementary-level education are significantly less likely to enroll, as are those with mothers who are elementary graduates high school level, high school graduates, and those with college-level education. This result implies that as the educational qualification of the mother increases, the probability of the student choosing Technical-Vocational program decreases. The relationship between a mother's level of education and the likelihood that her child will enroll in a technical-vocational program can indicate the influence of family values and educational goals.

The study also discovered that the variable indicating whether classmates will enroll in the same program shows a positive relationship with the student's enrollment intention. This simply means that students are likely to enroll technical-vocational programs if their peers are doing the same. Students' decisions to enroll in technical-vocational programs are significantly shaped by their classmates' enrollment choices, demonstrating the impact of peers on personal decision-making. Also, it was found out that having flexible class schedules and various accreditations are significant predictors of enrollment Intention. Students are significantly more likely to enroll if the institution offers flexible schedules, while the negative estimate for accreditations suggests a lower likelihood of enrollment in institutions with multiple accreditations, which may reflect a preference for less formal or more accessible educational environments.

Moreover, students are likely to enroll in technical-vocational program if the institution is known to have partnerships with other universities from other countries. On the contrary, students are less likely to enroll in technical-vocational program if it offers the course they want to enroll. Social media also plays a significant role in the career decision-making of students. Based on results, social media platforms like Facebook, YouTube, and Twitter, students are less likely to enroll in technical-vocational programs. This indicates that social media may not be an effective way to influence students' decisions on technical-vocational programs.

Other factors such as the type of school (private), the gender (female), the father's educational background, the individual and parental choice, the recommendation of the teacher/class advisor or guidance counselor, the financial capability of the parents or sponsors, the campus facilities, board exam results, tuition fees, scholarship programs, the reputation of the teacher, alumni success, the media advertising, the age, and other promotional activities (fliers, billboards, campus visits, student bazaars) were not statistically significant. This implies that these factors do not have a significant impact on students' decision to enroll in a technical-vocational program. The complex relationship between each of these factors emphasizes how complicated educational decision-making is, and it suggests that it is unlikely that a single strategy can be effective in understanding or influencing student enrollment in technical-vocational programs.

5. Recommendations

In light of the foregoing findings and conclusions, the following recommendations are offered:

Choosing a career is a crucial phase in a student's life. Therefore, students must have a good and clear career choice so that they will excel and achieve better in their chosen profession. The study identified that classmates enrolling in the same program have a positive relationship with student's enrollment intention. As the student interacts, they share information about careers. Career choices have been proven to be greatly influenced by their peers, with education, support, and guidance from peers as important determinants (Mtemeri, 2020). The impact that friends and peers on student decision-making and career opportunities is another indication of this influence (Naz, 2014). In addition, students are significantly more likely to enroll if the institution offers flexible schedules. The finding that the presence of flexible class schedules significantly affects the likelihood that people will enroll in technical-vocational programs suggests that practical considerations are important when deciding which vocational education choices to pursue. Furthermore, a mother's educational attainment also has a significant impact on a student's career choice in technical-vocational program. Mothers who attain higher education degrees may provide high academic performance for their children's expectations which could affect their academic path.

School career counselors need to intensify students' awareness in the career selection process to generate ideas and career alignment, and encourage students' preferences. Career counseling will provide students with a strong sense of direction and help students determine their strengths, values, passions, and areas of interest. This will allow them to choose a career path that matches their interest and aspirations. However, self-doubt and reliance on colleagues are common obstacles faced by school counselors when providing career counseling (Morgan, 2014). Despite these difficulties, school counselors prefer to spend more time on career counseling and assessment using trait/factor approaches (Osborn, 2004). This shows that school counselors need more assistance and career counseling training.

Lastly, career service providers should help students by providing them with access to more in-depth information of career-related information so they can explore more alternatives. School guidance counselors should be encouraged to engage with students regularly so that they may understand the purpose and goals of guidance as well as their role within the program. With these results, further studies may be conducted by the researchers to determine other predictors that affect senior high school students' choice of Technical vocational Livelihood track.

Acknowledgments
We would like to thank the Department of Education specifically the Division of Davao del Sur for granting the request for data collection.

Conflict of Interest Statement
The authors declare no conflicts of interest.

About the Author(s)
Barney French S. Blanco is a Lecturer in the Bachelor of Technical Vocational Teacher Education (BTVTED) program of UM Digos College. He is a candidate for the degree of Master of Arts in Education majoring in Technology and Livelihood Education (TLE).
Leilanie L. Tingzon is an Education Program Supervisor of Davao Del Sur and a college professor of the University of Mindanao Professional Schools.

References

Aben, E. (2020). Over 1m Filipino overseas workers set to lose jobs. Arab News, Retrieved from https://www.arabnews.com/node/1683931/world.

Ahmed, K. A., Sharif, N., & Ahmad, N. (2017). Factors Influencing Students' Career Choices: Empirical Evidence from Business Students. *Journal of Southeast Asian Research* http://ibimapublishing.com/articles/JSAR/2017/718849/

Aitken, D., Schapper, C., & Skuja, E. (2004). Do Scholarships Help? Preliminary Results of a Case Study of Students in Scholarship Programmes at Monash University, 1997-2001. *Widening Participation and Lifelong Learning*, *6*(1), 15-24.

Al-Abri, N., & Kooli, C. (2018). Factors Affecting the Career Path Choice of Graduates: A Case of Omani. *Int. J. Youth Eco, 2*, 105-117.

Alaloul, W. S., Liew, M. S., Zawawi, N. W., & Kennedy, I. B. (2020). Industrial Revolution 4.0 in the construction industry: Challenges and opportunities for stakeholders. *Ain Shams Engineering Journal, 11*(1), 225-230. https://www.sciencedirect.com/science/article/pii/S2090447919301157

Alderotti, G., Rapallini, C., & Traverso, S. (2022). The Big Five personality traits and earnings: A meta-analysis, *Journal of Economic Psychology,* 10.1016/j.joep.2022.102570, (102570)

Anderson, B. (2020). The most in-demand hard and soft skills of 2020. Retrieved from https://business.linkedin.com/talent-solutions/blog/trends-andresearch/2020/most-in-demand-hard-and-soft-skills

Ayub, H. (2017). Parental influence and attitude of students towards technical education and vocational training. *International Journal of Information and Education Technology*, 7(7), 534.

Barrett, E. (2017). Develop your students' employability skills through technology. Retrieved from https://www.jisc.ac.uk/guides/develop-your-students-employability-skillsthrough-technology

Bautista, A. G., & Tamayo, V. T. (2020). Life Challenges of Overseas Filipino Workers. *Open Access Library Journal, 1*-9. DOI: 10.4236/ oalib.1106854

Bohara, S., & DikshaPanwar, A. P. D. Investigating the effect of tuition fees on students' choice of college mediated by household income-PLS SEM.

Börekci, C. (2022). Investigating High School Students' Personality Traits and Academic Procrastination with Cluster Analysis. *European Journal of Psychology and Educational Research*, 10.12973/ejper.5.1.63, 5, 1, (63-76),

Bryce I., Pye D., Beccaria G., McIlveen P., Du Preez J. (2021). A Systematic Literature Review of the Career Choice of Helping Professionals Who Have Experienced Cumulative Harm as a Result of Adverse Childhood Experiences. *Trauma Violence Abuse*. doi: 10.1177/15248380211016016.

Calmorin, L. (2007). *Research methods and Thesis writing*. Philippines: Rex Bookstore, Inc.

Choi, B. K., & Nae, E. Y. (2020). When career success enhances employees' life satisfaction: different effects of two types of goal orientations, *Personnel Review*, 10.1108/PR-04-2020-0218, 51, 1, (335-352),

Claver, V. D. (2020). Career Satisfaction of Filipino Professional Self-Initiated Expatriates in Thailand. *Asia Pacific Journal of Religions and Cultures, 4*(1). https://bit.ly/2JxLUa8

Correll, S. J. (2001). Gender and the career choice process: The role of biased self-assessments. *American Journal of Sociology, 106*(6), 1691-1730.

Craig C., Verma R., Stokes D., Evans P., Abrol B. (2018). The influence of parents on undergraduate and graduate students entering the STEM disciplines and STEM careers. *International Journal of Science Education. 40*(6):621-43.

Crampton, W. J., Walstrom, K. A., & Schambach, T. P. (2006). Factors influencing major selection by college of business students. *Issues in Information Systems, 7*(1), 226-230.

Creswell, J. (2002). *Research design: Qualitative, quantitative and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: SAGE Publications

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage Muhammad Ishtiaq

EarthVillageEducation (2021). A Quick Look at the Different TVL Strands of Senior High School. Retrieved from https://www.earthvillageeducation.org/different-tvl-strands-ofsenior-high-school/

Eesley C., & Wang Y. (2017). Social influence in career choice: Evidence from a randomized field experiment on entrepreneurial mentorship. *Research Policy. 46*(3):636-50.

Eliamani, M. P., Richard, M. L., & Peter, B. (2014). Access to guidance and counseling services and its influence on students' school life and career choice. *African Journal of Guidance and Counselling*, *1*(1), 007-015.

Frederiksen A., & Kato T. (2018). Human Capital and Career Success: Evidence from Linked Employer-Employee Data. *The Economic Journal. 613*:1952-82.

Galias, J. F. (2020). Senior High School TVL Issues, Concerns and Interventions During COVID-19 Crisis. Retrieved from https://www.teacherph.com/senior-high-school-tvlissues/

Glasofer A., & Townsend A. B. (2021). Determining the level of evidence: Nonexperimental research designs. *Nursing*. *51*(2):62-65. doi: 10.1097/01.NURSE.0000731852.39123.e1. PMID: 33953103.

Hardy, C. (2022). What Are The 4 Tracks of Senior High School? retrieved from https://communityliteracy.org/what-are-the-4-tracks-of-senior-high-school/

Hartmann, F. G. & Ertl, B. (2021). Big Five personality trait differences between students from different majors aspiring to the teaching profession. *Current Psychology*, 10.1007/s12144-021-02528-3

Hassan, M. A. R. I. A. M. (2014). Parental guidance for career choice of secondary school students in the opinion of educational counselor. Masters Research Report, University of Karachi. retrieved from https://likedoc.org/thesis-on-parental-guidance.

Hentschel, T., Braun, S., Peus, C. V., & Frey, D. (2014). Wording of advertisements influences women's intention to apply for career opportunities. In Academy of Management Proceedings (Vol. 2014, No. 1, p. 15994). Briarcliff Manor, NY 10510: Academy of Management.

Hinojosa-Alcalde, I., Andrés, A., Serra, P., Vilanova, A., Soler, S., & Norman, L. (2017). Understanding the gendered coaching workforce in Spanish sport. *Int. J. Sports Sci. Coach. 13*, 485–495. doi: 10.1177/1747954117747744

Holman, D. J., & Hughes, D. (2021). Transactions between Big-5 personality traits and job characteristics across 20 years. *Journal of Occupational and Organizational Psychology*, 10.1111/joop.12332, 94, 3, (762-788),

Humayon, A. A., Raza, S., & Khan, R. A. (2018). Effect of Family Influence, Personal Interest and Economic Considerations on Career Choice amongst Undergraduate Students in Higher Educational Institutions of Vehari, Pakistan. *International Journal of Organizational Leadership, 7*(2).

Kazi, A. S. (2017). Factors Affecting Students' Career Choice. retrieved from https://www.researchgate.net/publication/325987918_Factors_Affecting_Students%27_Career_Choice

Kenny, E. (2016). To The Indecisive College (Or High School) Student: It's OK to not have your life figured out yet. https://www.theodysseyonline.com/indecisivecollege-student

Khan, D. (2017). Literature review on the relationship between personality traits and performance. https://www.researchgate.net/publication/327595114_Literature_review_on_relationship_between_Personality_traits_and_Performance

Kiongo, P. (2020). Determinants of Career Change among teachers in rural Kenya: the case of Tana River County. *American Journal of Education and Practice*, 4(1), 1-35. https://doi.org/10.47672/ajep.519

Klehe, U., Fasbender, U., van der Horst, A. (2021). Going full circle: Integrating research on career adaptation and proactivity. *Journal of Vocational Behavior*, 10.1016/j.jvb.2020.103526, 126, (103526),

Kulclsar, V., Dobrean, A., & Gati, I. (2020). Challenges and Difficulties in Career Decision Making: Their causes, and their effects on the process and the decision. *Journal of Vocational Behavior, 116*, 103346. https://doi.org/10.1016/j.jvb.2019.103346

Kundi, Y. M., Hollet-Haudebert, S., & Peterson, J. (2021). Career adaptability, job crafting and subjective career success: the moderating roles of lone wolf personality and positive perfectionism, *Personnel Review,* 10.1108/PR-042020-0260, 51, 3, (945-965),

Kurniawan, A. W., Musa, M. I., Dipoatmodjo, T. S., & Nurman, N. (2020). Determinants of University Student's Work Readiness. *International Journal of Recent Technology and Engineering (IJRTE), 9*(1), 323-330.

Lavilles Jr, H. L., & Robles, A. C. M. O. (2017). Teachers' soft skills proficiency level and school performance of selected schools in Sultan Kudarat Division. *Journal of Advances in Humanities and Social Sciences, 3*(1), 10-28.

MacKay, J. (2019). Overcoming Indecision: 9 Simple Ways to Stop Being so Indecisive and Help Your Team Make Better Decisions. Retrieved from https://plan.io/blog/stop-being-indecisive/

Masdonati, J., Fournier, G., & Lahrizi, I. Z. (2017). The Reasons behind a Career Change through Vocational Education and Training. *International journal for research in vocational education and training,* 249-269. https://eric.ed.gov/?id=EJ1161699

Mtemeri, J. (2017). Factors influencing the choice of career pathways among high school students in Midlands Province, Zimbabwe. Unpublished doctoral dissertation. University of South Africa, Pretoria, South Africa.

Molitierno, K. (2022). Dear High School Students That Doesn't Know What They Want to Do After They Graduate: An open letter to the student that doesn't know what they want to be. retrieved from https://www.theodysseyonline.com/dear-indecisivehigh-school-senior

Mullola, S., Hakulinen, C., Presseau, J., Gimeno, D., de Porras, R., Jokela, M., Hintsa, T., & Elovainio, M. (2018). Personality traits and career choices among physicians in Finland: employment sector, clinical patient contact, specialty, and change of specialty. *BMC Med Educ 18*, 52. https://doi.org/10.1186/s12909018-1155-9

Nazareno, A. L., Lopez, M. J. F., Gestiada, G. A., Martinez, M. P., & Roxas Villanueva, R. M. (2019). An artificial neural network approach in predicting career strand of incoming senior high school students. In *Journal of Physics: Conference Series* (Vol. 1245, No. 1, p. 012005). IOP Publishing.

Naz, A., Saeed, G., Khan, W., Khan, N., Sheikh, I., & Khan, N. (2014). Peer and friends and career decision making: A critical analysis. *Middle-East Journal of Scientific Research, 22*(8), 1193-1197.

Ogunode, N. J., & Jegede, D. (2021). Evaluation Of Factors Responsible for Inadequate Infrastructural Facilities in Public Universities in North Central Nigeria. *Intercathedra, 46*(1).

Okwelle, P. C., Deebom, M. T., Harcourt, P., & Okwelle, P. C. (2017). Technical vocational education and training as a tool for sustainable empowerment of youths in Niger Delta, Nigeria. *International Journal of Innovative Social & Science Education Research 5*(1): 29, 38

Pajares, G. G., Yadao, M., Bongcales, M., Avenido, J., Roda, L., Foronda, J., ... & Susada, J. (2018). The Sectoral and Skills Mismatch between the Senior High School Program and the Top In-Demand Jobs and Projected In-Demand Jobs in the Province of Cebu, Philippines. *Researchers World, 9*(2), 187.

Pérez-Villalba, M., Vilanova, A., & Soler, S. (2018). Sport labor market and gender: a comparative study on working conditions of physical activity and sport science graduates by Catalan universities. *Rev. Humanidades 34*:9. doi: 10.5944/rdh.34.2018.19731

Picincu, A. (2021). Problems with Choosing a Career. Retrieved from https://work.chron.com/problems-choosing-career-11423.html

Pittman, R. B. (1991). Social factors, enrollment in vocational/technical courses, and high school dropout rates. *The journal of educational research, 84*(5), 288-295.

Quacquarelli, S. (2018). Why is employability important in higher education. Retrieved from https://www.qs.com/employability- important-higher-education/

Reddy, K. (2021). Effects and Consequences of Wrong Career Choice. Retrieved from https://content.wisestep.com/effects-and-consequences-of-wrong-careerchoice/

Rogers M. E., Creed P.A., & Praskova, A. (2018). Parent and adolescent perceptions of adolescent career development tasks and vocational identity. *Journal of Career Development. 45*(1):34-49.

Sayenda, T. (2022). Personality and career interests: Everything you need to know. Retrieved from https://www.thehumancapitalhub.com/articles/personality-and-career-interestseverything-you-need-to-know

Schechter, D. J. (2020). Career Transitions in the Digital Age: Mastering the Art of Communicating Career Direction Clarity. Retrieved from https://scholarworks.gsu.edu/bus_admin_diss/136/

Serra, P., Soler, S., Prat, M., Vizcarra, M. T., Garay, B., and Flintoff, A. (2018). The (in)visibility of gender knowledge in the Physical activity and sport science degree in Spain. *Sport Educ. Soc. 23*, 324–338. doi: 10.1080/13573322.2016.1199016

St-Jean, E., & Duhamel, M. (2020). Employee work–life balance and work satisfaction: an empirical study of entrepreneurial career transition and intention across 70 different economies. *Academia Revista Latinoamericana de Administracion.* https://doi.org/10.1108/ARLA-02-2019-0054

Tan, W. (2020). Destination selection: Influence of tourists' personality on perceived travel constraints, *Journal of Vacation Marketing*, 10.1177/1356766720942556, (135676672094255).

Wehmeyer M. L., Nota L., Soresi S., Shogren K. A., Morningstar M. E., Ferrari L., Sgaramella T. M., DiMaggio I. (2018). A crisis in career development: Life designing and implications for transition. *Career Development and Transition for Exceptional Individuals.*

Yin, K., Lee, P., Sheldon, O.J., Li, C., & Zhao, J. (2021). Personality profiles based on the FFM: A systematic review with a person-centered approach. *Personality and Individual Differences*, 10.1016/j.paid.2021.110996, 180, (110996),

Zamroni, E., Mahardika, N., Rahardjo, S., & Masturi, M. (2019, March). Social Media as a Student Career Selection Preference. In Proceedings of the First International Conference on Technology and Educational Science, ICSTES 2018, November 21-22 2018, Bali, Indonesia.