

Management of Career Guidance Practices: Nurturing Student Preference and Decision Making in Career Choice

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Abstract—This study examined the management of career guidance practices and career preference as well as decision making. Specifically, this study sought to determine the level of management of career guidance practices on career choice, level of student preference and level of student's decision making. It identifies the significant relationship between career guidance practices on student preference and decision making. This study used descriptive design in collecting and gathering data. The researcher utilized a self-made questionnaire as the primary tool distributed among 120 grade 10 students in cluster II. Statistical analyses included calculating the mean, standard deviation, and person-r correlation to test hypothesis. Based on the results of the data, it is evident that the students obtained a very high level of career guidance practices in terms of orientation as well as coaching and mentoring while obtaining a high level of career guidance practices in terms of exposure and expert collaboration. The students obtained a very high level of student preference on career choice in terms of career path, enjoyment and familiarity while reaching a high level on career aspiration and peer and teacher influences. The students have a very high level of decision making in career choice in terms of self-assessment, decision making skills, values and goals, and information seeking behavior while obtaining a high level of decision making in career choice in terms of exploration of career options. Also, a significant positive correlation was observed between management of career guidance practices and student preference in career choice suggests that increased career guidance practices is associated with better student preference in career choice. In addition, significant positive correlation was observed between management of career guidance practices and student decision making in career choice suggests that increased career guidance practices is associated with better student decision making in career choice. There is significant positive correlation observed between career guidance practices on student preference in career choice and decision-making denoting the rejection of both hypotheses. This concludes that the management of career guidance practices shaped the student's choices and identification of varied opportunities. Also, students can assess their skills, search career options, search information about the career and compare their principles which leads to decision making through critical analysis. Consequently, it is recommended that school career guidance advocates frequently design and implement activities that expose students to diverse professions, allowing them to collaborate with industry professionals to better shape their career choices. Future researchers could expand upon this study by increasing the sample size, incorporating additional variables, or employing a qualitative research design to gain deeper insights into inclusive education practices.

Keywords— Career guidance, career option, decision making, career preferences, Career guidance implementation.

I. INTRODUCTION

School management played a significant role in providing a positive learning environment that ensured the efficient implementation of school programs. One of the programs implemented in schools under the Department of Education (DepEd) was career guidance, which aimed to help students become informed about various professions and support them in making decisions about their future careers; however, its success depended on the support and management of school leaders. Effective management practices ensured the quality and consistency of career guidance initiatives, which were integrated into the curriculum and promoted continuous development aligned with students' needs and labor market demands.

K to 12 curriculum implementations aimed to provide holistic development among graduates who were competent enough to meet the demands of different industries. Preparation for the path that learners would take after graduation was the major concern of curriculum implementation. This included the school's preparedness in making learners familiar with different duties and responsibilities that a particular course required its graduates to perform in the future. During career orientation, learners were aided with sufficient information and alignment of competencies in their future field, and they engaged in specific strands that schools offered with the expectation of training and exposing them to different learning experiences.

With consideration of paths, the Department of Education (DepEd) provided students with career guidance during junior high school and senior high school to ensure holistic development. However, the implementation was limited since it was not a subject imposed among students, and the integration of the program served only as part of school activities that were not sustainable. There were limited practices of institutionalizing career guidance programs integrated into academic subjects. Career guidance helped in shaping students' skills, aspirations, and future pathways. It equipped them to become informed about their educational and professional careers. However, the success of career guidance required a collaborative effort within the school setting. Engaging students in this program provided opportunities not only for career exploration but also for personal growth.

Educational institutions under the Department of Education across the country implemented career guidance and counseling programs among secondary schools. Varied strategies were used by schools and career guidance advocates to ensure that students enjoyed the program and understood the concept of career planning. Despite these innovations and strategies, there were limited studies on career guidance management among schools that ensured proper monitoring and implementation of career guidance, which allowed students to identify career options and opportunities. With this, the researcher decided to identify the management practices performed by schools in the implementation of career guidance among junior public high schools and their influence on students' career perspectives and decision-making. This sought to uncover students' perceptions of the career guidance services provided by public high schools in creating mechanisms for informed preferences, which helped students make better career choices.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study intended to identify the management of the implementation of career guidance and its relationship to student preference and decision making.

Specifically, it sought to answer the following question.

1. What is the level of management of career guidance practices in terms of;
 - 1.1 Orientation;
 - 1.2 Coaching and mentoring;
 - 1.3 Exposure; and
 - 1.4 Expert Collaborations?
2. What is the level of student preference on career choice in terms of;
 - 2.1 Career Aspiration;
 - 2.2 Career Path;
 - 2.3 Enjoyment;
 - 2.4 Familiarity; and
 - 2.5 Peer and teacher Influence?
3. What is the level of student career choice in terms of;
 - 3.1 Self-assessment;
 - 3.2 Exploration of career option;
 - 3.3 Decision Making skill;
 - 3.4 Values and Goals; and
 - 3.5 Information seeking Behavior?
4. Is there a significant relationship between management of career guidance practices and student preference?
5. Is there a significant relationship between management of career guidance practices and student's career choice?

II. METHODOLOGY

This study used descriptive design in collecting and gathering data. The researcher utilized a self-made questionnaire as the primary tool distributed among 120 grade 10 students in cluster II. Statistical analyses included calculating the mean, standard deviation, and person-r correlation to test hypothesis.

III. RESULTS AND DISCUSSION

This part presented the different results and discussed the results from treating the data gathered in this study. All specific questions in Chapter under the statement of the problem were answered in this chapter supported by tables.

In particular, this intended to identify the level of management practices in career guidance implementation among schools under the department of education and its relationship in student's preferences and decision making in career choice.

Specifically, this presented the data that corresponded to the level of management of career guidance practices in terms of orientation, coaching and mentoring, exposure and expert collaboration.

Also, this chapter presented the level of student preference on career choice in terms of career aspiration, career path, enjoyment, familiarity, peer and teacher influence.

In addition, this also presented the level of career choice in terms of self-assessment, exploration of career option, decision making skills, values and goals and information seeking behavior.

Furthermore, this also provided data that clarified the significant relationship between management of career guidance practices and student preference in career choice and a significant relationship between management of career guidance practices and student's decision making in career choice.

This descriptive -correlation research utilized 120 grade 10 students from four different schools under the Schools Division of Laguna which the data were collected through self-made questionnaires.

To present and analyze the results of the responses among the students, the research used mean, standard deviation, and person-R correlations. Based on the obtained responses, the following data were presented and analyzed:

Level of Management in Career Guidance Practices

In this study, management of career guidance practices refers to Orientation, Coaching and mentoring, Exposure, and Expert Collaborations.

Table 1 shows the level of management of career guidance practices in terms of orientation. Also displays the statements, mean, standard deviation and remarks.

It is evident from the result that the students have very high ($M = 3.28$, $SD = 0.46$) level of career guidance orientation in school. This implied that schools in the Division of Laguna explained the importance of the program among students to address personal needs them in various professional tracks through seminar and material distribution.

The table shows that the students strongly agree ($M=3.47$; $SD=0.62$) that the career guidance advocate in the school clearly explained the importance of the career guidance among students. This implied that through proper orientation, the students understand the aim of the program and its importance in career selection.

Moreso, students agree ($M = 3.1$; $SD = 0.64$) that the guidance designate/career advocate addresses their personal and professional development needs based on the assessed

career perspective. This implied that the career guidance advocate among schools particularly the guidance counselors address the questions among students that concern their personal assessment of their preferred choices.

Table 1. Level of Management of Career Guidance Practices in Terms of Orientation

Statements	Mean	SD	Remarks
The guidance designate/career advocate...			
... clearly explains the importance of setting career goals.	3.47	0.62	Strongly Agree
...informs students in various learning tracks and how they align with career options.	3.34	0.64	Strongly Agree
...orients students about job readiness and soft skills.	3.23	0.64	Agree
...addresses my personal and professional development needs based on the assessed career perspective.	3.17	0.64	Agree
...distributes handouts or materials during orientation to guide my learning journey	3.19	0.68	Strongly Agree
Weighted Mean	3.28		
SD	0.46		
Verbal Interpretation	Very High		

Table 2 shows the level of management of career guidance practices in terms of coaching and mentoring. Also displays the statements, mean, standard deviation and remarks.

Table 2. Level of Management of Career Guidance Practices in Terms of Coaching and Mentoring

Statements	Mean	SD	Remarks
The guidance designate/career advocate...			
...consistent mentoring support from teachers and facilitators	3.28	0.72	Strongly Agree
... helps students improve learning tasks.	3.46	0.69	Strongly Agree
... conducts a regular session for career mentors for student career development.	3.31	0.66	Strongly Agree
... develops a coaching program that encourages reflection among students on their progress.	3.23	0.68	Agree
...discuss that will address confidence in career planning	3.28	0.68	Strongly Agree
Weighted Mean	3.31		
SD	0.49		
Verbal Interpretation	Very High		

It is evident from the table that the students received a very high ($M=3.31$; $SD=0.49$) coaching and mentoring among career guidance advocate supported by the teachers and facilitators in conducting regular sessions of career mentoring through learning task to improve student's career planning.

Based on the result, the students strongly agree ($M=3.46$; $SD=0.69$) that the career guidance advocate helps them to improve their learning task. This implied that through the help of guidance counselors who also implement the career guidance in school assist students to accomplish learning tasks in career guidance implementation which aid them to fully understand their career path.

Moreso, it is also evident from the result that the students agree ($M=3.46$; $SD=0.69$) that the career guidance advocates in public schools develop a coaching program that encourages reflection among students on their progress. This implied that the practices of guidance counselors and the advisers in the

public school in coaching students help them to realize their development toward their development.

Table 3 shows the level of management of career guidance practices in terms of exposure specifically, it includes the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 3. Level of Management of Career Guidance Practices in Terms of Exposure

Statements	Mean	SD	Remarks
The guidance designate/career advocate...			
...visits in career immersion activity	3.08	0.73	Agree
...manages opportunities among students to observe real-life work environments	3.18	0.69	Agree
...leads career fairs, company tours, or industry-specific events for students to perceive varied work areas.	2.98	0.77	Agree
...commence a community project or volunteer work that relates to students' interests	3.10	0.73	Agree
...guides an immersion program exposure to actual work settings that helps students to clarify career goals.	3.30	0.70	Strongly Agree
Weighted Mean	3.13		
SD	0.53		
Verbal Interpretation	High		

It shows the level of management of career guidance practices in terms of Exposure. Based on the result of the table, the students obtain high ($M=3.13$; $SD=0.53$) career management guidance practices in terms of exposure. This implied that the students practice work immersion and engage in community projects to perceive real work set-up and real-life environment to clarify their career goals.

Based on the result, the students strongly agree ($M=3.30$; $SD=0.70$) that the career guidance advocate of public secondary high school in Laguna guides an immersion program exposure to actual work settings that helps students to clarify their career goals. This implied that through the practice of immersion programs among students in actual work set-up facilitated by the teachers in public school allows the students to perceived actual work scenario and challenges aided the students to perceived their target career in life.

In addition, the table showed that the students are also agree ($M=2.98$; $SD=0.77$) that the career guidance advocate leads career fairly, company tours or industry specific events for students to perceived varied work area. This implied that the public secondary schools in the Division of Laguna as assisted by the guidance counselor designed varied activities to expose students in varied career industry which allowed them to perceived variety of career works.

Table 4 shows the level of management of career guidance practices in terms of expert collaboration specifically, it includes the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Based on the result of the table, the students obtain high ($M=3.12$; $SD=0.65$) level of career guidance management practices in terms of expert collaboration. This implied that the students perceived the practices of school guidance counselor of inviting industry professionals in varied fields during school event and workshop for the students to understand real-world expectations in the workplace.

Table 4. Level of Management of Career Guidance Practices in Terms of Expert Collaborations

Statements	Mean	SD	Remarks
The guidance designate/career advocate...			
...organizes a program led by industry professionals.	3.04	0.81	Agree
...invites guest speakers who are experts in their respective fields	3.13	0.84	Agree
...conducts a workshop with professionals	2.98	0.84	Agree
...collaborates with professionals as part of a regular career guidance program.	3.16	0.75	Agree
...leads expert-led sessions to help students to understand real-world expectations in the workplace.	3.28	0.75	Strongly Agree
Weighted Mean	3.12		
SD	0.65		
Verbal Interpretation	High		

It is evident from the table that the students are strongly agree ($M=3.28$; $SD=0.75$) that the career guidance advocate of varied public school in the Division of Laguna leads expert-led sessions to help students to understand real-world expectations in the workplace. This implied that the practice of the schools in collaboration with varied professional in the implementation of varied learning sessions aid the students to perceived varied real-world scenario in the workplace that shapes their expectation and goal in the career.

In addition, the students are also agree ($M=2.98$; $SD=0.84$) that the schools headed by the career guidance advocate conduct a workshop with professionals. This can be gleaned that the public schools in the Division of Laguna practice expert collaboration by conducting workshop among students and invited professional which allow them to collaborate and exchange idea about their expectation in the field and the real-world scenario.

Level of Student Preference on Career Choice

In this study, the level of student's preferences on career choice refers to career aspiration, career path, enjoyment, familiarity, and peer and teacher influences.

Table 5 shows the level of level of student's preference in terms of career aspiration specifically, it includes the statement, mean, standard deviation, remarks and verbal interpretation.

Table 5. Level of Student Preference on Career Choice in Terms of Career Aspiration

Statements	Mean	SD	Remarks
I...			
...have a clear idea of the career that I want to pursue in the future.	3.43	0.70	Strongly Agree
...often think about the kind of career I want to pursue.	3.43	0.64	Strongly Agree
...attend workshops conducted by professionals	2.78	0.77	Agree
...collaborate with professionals as part of a regular career guidance program.	2.97	0.82	Agree
...participate in expert-led sessions that will help me understand real-world expectations in the workplace.	3.22	0.78	Agree
Weighted Mean	3.16		
SD	0.48		
Verbal Interpretation	High		

Based on the result, it is evident that students have high ($M=3.16$; $SD=0.48$) level of preferences on career choice in

terms of career aspiration. This implied that the students they have clear understanding of career they wanted to pursue in the future through exposure in the workshop, career guidance and collaboration with the experts.

The table showed that the students are strongly agree that they have a clear idea of the career that I want to pursue in the future ($M=3.43$; $SD=0.70$) and often think about the kind of career I want to pursue ($M=3.43$; $SD=0.64$). This implied that the students perceived their preferred profession as they have their idea on the practices and they often reminded on the duties and responsibilities of specific career in mind shaping their eagerness to pursue as work in the future.

Moreover, the table showed that students are agree ($M=2.78$; $SD=0.77$) they attend workshops conducted by professionals. This implied that students actively participate in the seminar and workshop to perceived idea among professional practicing their desired work to gain insight and idea on actual experiences. This allows the students to shape their idea and aspiration in the profession.

Table 6 shows the level of level of student's preference in terms of career path specifically, it includes the statement, mean, standard deviation, remarks and verbal interpretation. Based on the result, it is evident that the students achieved very high ($M=3.35$; $SD=0.55$) level of preference on career choice in terms of career path

It signified that the students in Division of Laguna understand the educational and skills requirement of their chosen career which aid them to plan their development and achieve goals in school.

Table 6. Level of Student Preference on Career Choice in Terms of Career Path

Statements	Mean	SD	Remarks
I...			
...know what educational path is needed to take for the chosen career.	3.43	0.70	Strongly Agree
...am aware of the skills and qualifications needed for the preferred career.	3.43	0.65	Strongly Agree
...have a step-by-step plan for reaching my career goals.	3.30	0.69	Strongly Agree
...have explored multiple ways to achieve my career goals.	3.27	0.71	Strongly Agree
...make academic choices based on my career plans.	3.34	0.69	Strongly Agree
Weighted Mean	3.35		
SD	0.55		
Verbal Interpretation	Very High		

It is evident that the students are strongly agree ($M=3.43$; $SD=0.70$) that they know what educational path is needed to take for the chosen career and ($M=3.43$; $SD=0.65$) aware of the skills and qualifications needed for the preferred career. This implied that the students are familiar with grade requirements and course needed to accomplish in attaining their prospect career in the future. This enables the students to understand the skills requirements needed in the field which boost them to attain different competencies through formal education and exposure.

Moreover, the result showed that the students are strongly agree ($M=3.27$; $SD=0.71$) that they have explored multiple ways to achieve my career goals. This implied that students to

attain different competencies necessary to be qualified in the course and field of work used varied method of training and familiarity like formal education, exposure through engagement and mentoring with the professionals.

Table 7 shows the level of level of student's preference in terms of enjoyment specifically, it includes the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Based on the result, it is evident that the students have very high ($M=3.54$; $SD=0.53$) preferences on career choice in terms of enjoyment. This implied that students have high considerations on their interest and passion in choosing the preferred future works and field of interest.

Table 7. Level of Student Preference on Career Choice in Terms of Enjoyment

Statements	Mean	SD	Remarks
I...			
...prefer a career that I find enjoyable.	3.63	0.69	Strongly Agree
...consider satisfaction in choosing a career.	3.55	0.61	Strongly Agree
...seek a career that aligns with my passion.	3.48	0.65	Strongly Agree
...consider fun and interest in choosing a career.	3.53	0.66	Strongly Agree
...consider motivation as the main factor in choosing a career.	3.53	0.73	Strongly Agree
Weighted Mean	3.54		
SD	0.53		
Verbal Interpretation	Very High		

It shows that the students are strongly agree ($M=3.63$; $SD=0.69$) that they prefer career that they may find enjoyable. This implied that students priorities their own interest of practicing the profession that they think will enhance their skills while enjoying the work-related activities with consideration on workplace culture.

Moreover, it is also evident from the result that the students are strongly agree ($M=3.48$; $SD=0.67$) that they seek a career that aligns with in their passion. This can be gleaned that student evaluates their interest, strength and hobbies in choosing the career. This shape the student's decision making in choosing field and professional path.

Table 8 shows the level of level of student's preference in terms of familiarity specifically, it includes the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

The table shows that the students attain very high ($M=3.36$; $SD=0.45$) level of preference in career choice through familiarity. This implied that the students consider their knowledge in duties and responsibilities of certain profession, skills requirements, expectations and opportunities in selection of their desired profession in the future.

It is evident that the students are strongly agree ($M=3.58$; $SD=0.59$) that they understand first the duties and responsibilities of chosen career. This can be gleaned that students consider first the duties and responsibilities of the chosen profession through observation and collaboration with professional to understand the nature of their actual work.

Table 8. Level of Student Preference on Career Choice in Terms of Familiarity

Statements	Mean	SD	Remarks
I...			
...understand first the duties and responsibilities of my chosen career.	3.58	0.59	Strongly Agree
...have sufficient knowledge in skills requirements of my career choice.	3.32	0.68	Strongly Agree
...am aware of the challenges that I may face in the chosen career.	3.50	0.61	Strongly Agree
...feel confident in the opportunities that may arise in the chosen career.	3.23	0.73	Agree
...research career expectations, which serve as the main factor for selection.	3.20	0.66	Agree
Weighted Mean	3.36		
SD	0.45		
Verbal Interpretation	Very High		

In addition, it is evident that the students agree ($M=3.20$; $SD=0.66$) that they research career expectations, which serve as the main factor for selection. This explained that the students perform survey and interview with professional as well as searching varied expectation in certain field in choosing career preferences.

Table 9 shows the level of level of student's preference in terms of peer and teacher influence specifically, it includes the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

It can be gleaned from the table that the students obtained high level ($M=3.19$; $SD=0.50$) on preferences on their career choice through peer and teacher influences. This implied that student's choice in the career were widely affected by the opinion of the peers and teacher's encouragement through sharing experiences and stories.

Table 9. Level of Student Preference on Career Choice in Terms of Peer and Teacher Influence

Statements	Mean	SD	Remarks
I...			
...acknowledge that peer opinions affect my career choice.	3.14	0.81	Agree
...discuss career plans with friends and peers.	3.31	0.64	Strongly Agree
...believe that teachers' advice affects the selection of my career choice.	3.11	0.73	Agree
...am convinced that peer encouragement affects my career plan.	3.05	0.72	Agree
...would say that teachers help to clarify options in career interest.	3.32	0.62	Strongly Agree
Weighted Mean	3.19		
SD	0.50		
Verbal Interpretation	High		

The table shows that the students are strongly agree ($M=3.32$; $SD=0.62$) that they are convinced that peer encouragement affects my career plan. This implied that through the teacher's sharing of opinion and perspective on varied profession clarifies student's idea on opportunities that they can access in practice of the job.

The table shows that the students are strongly agree ($M=3.05$; $SD=0.72$) that they are convinced that peer encouragement affects my career plan. This implied that the opinion of friends and peer who have the same interest affects the choices of the students in career selection. This means that

students value the friends opinion and influence in selection of future career path as they perceived similarity and enjoyment.

Level of Student's Decision Making on Career Choice

In this study, the level of student's decision making on career choice refers to self-assessment, exploration of career options, decision making skills, values and goals, and information seeking behavior.

Table 10 shows the level of level of student's preference in terms of familiarity specifically, it includes the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

It is evident from the result that the students attained very high ($M=3.42$; $SD=0.48$) level of consideration on self-assessment in performing decision making for career choices. It clarified that the students understand their capability which they can apply in their working environment and task of their selected chosen career.

Table 10. Level of Student's Decision Making on Career Choice in Terms of Self-Assessment

Statements	Mean	SD	Remarks
I...			
...understand my strengths and weaknesses.	3.55	0.70	Strongly Agree
...know the things that motivate me to perform well.	3.50	0.65	Strongly Agree
...am aware of the subjects or tasks where I perform best.	3.36	0.67	Strongly Agree
...know what kind of working environment I would prefer.	3.40	0.67	Strongly Agree
...keep track of my progress and achievements in school or training.	3.29	0.64	Strongly Agree
Weighted Mean	3.42		
SD	0.48		
Verbal Interpretation	Very High		

The table shows that the students are strongly agree ($M=3.55$; $SD=0.70$) that they understand their strength and weaknesses. This implied that students evaluate their own capabilities such as strength and their weaknesses in selection of career option. This allows the students to identify the skills they are good and aligned profession that they may best apply the competencies learned from the school.

Self-assessment proved that ca enhances students' satisfaction and dedication to their chosen careers. Understanding their personal values, interests, and strengths helps them avoid regret and fatigue, resulting in more sustainable professional trajectories, (Chen et al.,2022).

The result showed that the students are strongly agree ($M=3.29$; $SD=0.64$) that they keep track of my progress and achievements in school or training. This clarified that the students evaluate their own performances in varied academic subject offered by the school among its students which aid the students to identify their capabilities necessary profession helping them to design career choices which they may practice their skills.

Table 11 shows the level of level of student's preference in terms of exploration of career options specifically, it includes the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

The results showed that the students obtain high ($M=3.22$; $SD=0.45$) level of exploration of career option as basis for decision making as they seek advice among people who practice the profession of their desired job and research online to compare professions that are aligned on personal interest and beliefs.

Table 11. Level of Student's Decision Making on Career Choice in Terms of Exploration of Career Option

Statements	Mean	SD	Remarks
I...			
...ask questions or seek advice about different job options.	3.33	0.63	Strongly Agree
...use online tools to learn about career opportunities.	3.30	0.65	Strongly Agree
...have talked to people working in jobs they are interested in.	3.16	0.72	Agree
...have tried career exposure activities.	2.96	0.81	Agree
...compare different careers based on my interests and values.	3.33	0.64	Strongly Agree
Weighted Mean	3.22		
SD	0.45		
Verbal Interpretation	High		

It is evident that the students are strongly agree that they ($M=3.33$; $SD=0.63$) ask questions or seek advice about different job options and ($M=3.33$; $SD=0.64$) compare different careers based on my interests and values. This clarified that students in order for them to understand the nature of their prospective career choices through interview about different individual's experiences in their field which allowed them to compare personal experiences and working principles.

It is also evident that the students are agree ($M=3.16$; $SD=0.72$) that they have tried career exposure activities. This implied that through work immersion activities required by academic program, the students are exposed in varied career responsibilities which shape their decision in career selection.

Table 12 shows the level of level of student's preference in terms of decision-making skills specifically, it includes the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 12. Level of Student's Decision Making on Career Choice in Terms of Decision-Making Skill

Statements	Mean	SD	Remarks
I...			
...make decisions based on facts and careful thinking.	3.55	0.56	Strongly Agree
...consider the consequences of career decisions.	3.48	0.65	Strongly Agree
...weigh different options before making a choice.	3.32	0.63	Strongly Agree
...use both my emotions and logic in decision-making.	3.38	0.68	Strongly Agree
...have a personal plan to help guide future decisions.	3.42	0.71	Strongly Agree
Weighted Mean	3.43		
SD	0.46		
Verbal Interpretation	Very High		

Based on the results, the students obtained very high ($M=3.43$; $SD=0.46$) level of decision-making skills as consideration in selection of career choices. This implied that

the students consider their ability to evaluate the option's effect creating verdict that may affect their career.

The table showed that the students are strongly agree ($M=3.55$; $SD=0.56$) that they make decisions based on facts and careful thinking. This implied that students evaluate the differences between on facts and opinion and conduct cross referencing which aid them to critically analyze the opportunities and treat in career sections

Also, the students are strongly agree ($M=3.32$; $SD=0.63$) that they weigh different options before making a choice. This implied that the students evaluate opinion received from varied professionals and the teachers' suggestions with consideration on its importance and effect before making career decisions.

Table 13 shows the level of level of student's preference in terms of values and goals skills specifically, it includes the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 13. Level of Student's Decision Making on Career Choice in Terms of Values and Goals

Statements	Mean	SD	Remarks
I...			
...evaluate personal values guide in choosing a career.	3.52	0.56	Strongly Agree
...compare meaningful tasks in creating career plans.	3.33	0.58	Strongly Agree
...consider personal goals in the identification of career directions.	3.38	0.58	Strongly Agree
...create long-term goals in career decisions.	3.37	0.67	Strongly Agree
...appraise personal motivation in making value-based decisions.	3.43	0.59	Strongly Agree
Weighted Mean	3.40		
SD	0.40		
Verbal Interpretation	Very High		

The table clarified that the students obtained very high ($M=3.40$; $SD=0.40$) level of considerations in values and goals in creating decision making in career choices. This implied that the students are considering their personal values and motivation alignment in creating long terms goals by comparing meaningful task application and opportunities perceived.

It is evident that the students are strongly agree ($M=3.52$; $SD=0.56$) that they evaluate personal values guide in choosing a career. This implied that the students consider the personal values alignment in varied professional practice and experiences in the actual field including professional expectations in creating career options.

Moreso, the students also strongly agree ($M=3.33$; $SD=0.58$) that they compare meaningful task in creating career plans. This implied that the students evaluate the profession's duties and responsibilities based on its impact on personal life and skills. This aid the students to identify the alignment of their personal principle and actual practice of the job in creating career decisions.

Table 14 shows the level of level of student's preference in terms of information seeking behavior specifically, it includes the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

The table shows that the students obtained very high ($M=3.32$; $SD=0.47$) level of information seeking behavior as preference for decision making in career choice. It can be gleaned that the students practice research to gain data for cross referencing of information and opinion that may affect the career selection and career planning.

Table 14. Level of Student's Decision Making on Career Choice in Terms of Information Seeking Behavior

Statements	Mean	SD	Remarks
I...			
...practice research to gain an understanding of the accurate data needed in decision-making.	3.38	0.68	Strongly Agree
...ask professionals in practice to clarify doubts in career choice.	3.23	0.74	Strongly Agree
...verify information through cross-referencing.	3.28	0.64	Strongly Agree
...read about career trends in reputable references.	3.30	0.63	Strongly Agree
...seek advice from the family in decisions.	3.39	0.73	Strongly Agree
Weighted Mean	3.32		
SD	0.47		
Verbal Interpretation	Very High		

It is evident that the students are strongly agree ($M=3.39$; $SD=0.73$) that they seek advice from the family in decisions. This implied that the students prioritize the family members preference career and their perspective in career decision making. This also clarified that students highly value the family members suggestion career options and career choices.

In addition, the students strongly agree ($M=3.23$; $SD=0.74$) that they ask professionals in practice to clarify doubts in career choice. This implied that the students more likely to ask question varied professionals who practice and have experiences on their desired career to gain information and compare their expectations in preference for career decision.

Test of association between the management of career guidance practices and student preference in career choice

To test the significant relationship between the career guidance practices and student preference in career choice in terms of Career Aspiration, Career Path, Enjoyment, Familiarity, and Peer and teacher Influence they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

A significant positive correlation was observed between career guidance practices and student preference in career choice, indicating that students who are more aware tended to achieve higher preference in career choice ($r(119) p < .001$, $N=120$). This suggests that increased career guidance practices is it clarified that the career guidance management practices among public school in the Division of Laguna highly affected the students' preferences in selection of their career as they have proper orientation on the varied career choices through mentoring participations of the teachers and professional with immersion and observation of actual work set up. With this, the students develop their career choices with consideration to their personal values, perceived opportunity and environmental influences.

Table 15. Significant Relationship Between Career Guidance Management Practices and Student Preference in Career Choice

Career management practices	guidance Career Aspiration Path	Career Path	Enjoyment	Familiarity	Peer and teacher Influence
Orientation	Pearson Correlation 0.483** Sig. (2-tailed) 0.000 N 119	0.478** 0.000 119	0.416** 0.000 119	0.509** 0.000 119	0.453** 0.000 119
Coaching and mentoring	Pearson Correlation 0.455** Sig. (2-tailed) 0.000 N 119	0.471** 0.000 119	0.506** 0.000 119	0.508** 0.000 119	0.463** 0.000 119
Exposure	Pearson Correlation 0.537** Sig. (2-tailed) 0.000 N 119	0.287** 0.002 119	0.361** 0.000 119	0.372** 0.000 119	0.384** 0.000 119
Expert Collaborations	Pearson Correlation 0.522** Sig. (2-tailed) 0.000 N 119	0.324** 0.000 119	0.387** 0.000 119	0.438** 0.000 119	0.470** 0.000 119

Butal & Pevida (2025) proved that career guidance programs significantly impact students' career choices and goals, aiding in their professional decision-making and transitions. These programs enhance students' career understanding and readiness for real-world opportunities. However, their effectiveness is hampered by limited resources, inadequate professional exposure, and insufficient personalized mentoring. Enhancements are recommended, such as incorporating experiential learning, industry partnerships, and individualized counseling to better equip students for the workforce.

Test of Association Between the Management of Career Guidance Practices and Student Decision Making in Career Choice

To test the significant relationship between the management of career guidance practices and student decision making in career choice in terms of Self-assessment, Exploration of career option, Decision Making skill, Values and Goals, and Information seeking Behavior, they were treated statistically using Real Statistics Data Analysis Tools using the Pearson Product Moment Correlation Coefficient.

A significant positive correlation was observed between career guidance practices and student decision making in career choice, indicating that students who are more aware tended to achieve higher decision making in career choice ($r(119) p < .001, N=120$). This suggests that increased career guidance practices is associated with better student decision making in career choice. It implied that through career guidance practices of public schools in the Division of laguna through joint effort of the teachers, career guidance advocate and professionals I varied field, the students assess their skills, search career options, search information about the career and compare their principles which leads to decision making through critical analysis.

Table 16. Significant Relationship Between Career Guidance Management Practices and Student Decision Making in Career Choice

Career guidance practices	Self-assessment of option	Exploration of career option	Decision Making skill	Values and Goals	Information seeking Behavior
Orientation	Pearson Correlation 0.470** Sig. (2-tailed) 0.000 N 119	0.453** 0.000 119	0.441** 0.000 119	0.435** 0.000 119	0.433** 0.000 119
Coaching and mentoring	Pearson Correlation 0.531** Sig. (2-tailed) 0.000 N 119	0.479** 0.000 119	0.452** 0.000 119	0.497** 0.000 119	0.444** 0.000 119
Exposure	Pearson Correlation 0.296** Sig. (2-tailed) 0.000 N 119	0.377** 0.000 119	0.303** 0.001 119	0.301** 0.001 119	0.488** 0.000 119
Expert Collaborations	Pearson Correlation 0.363** Sig. (2-tailed) 0.000 N 119	0.323** 0.000 119	0.355** 0.000 119	0.274** 0.003 119	0.478** 0.000 119

Avenido et al. (2025) emphasized how career guide orientation helps students link their talents and goals with the careers they have selected. It demonstrates that students appreciate the advice and inspiration given since it enables them to see the importance of forging their own professional pathways.

The results also address the difficulties students have in obtaining career counseling services and how these difficulties affect their choices for future jobs.

IV. CONCLUSION AND RECOMMENDATIONS

There is significant positive correlation observed between management of career guidance practices and student preference in career choice which denoted that the hypothesis stated is rejected which implied that the career management guidance practices among public school in the Division of Laguna shaped the students choices and identification of varied career opportunities relevant to their career planning stage.

There is significant positive correlation observed between management of career guidance practices and student decision making in career choice, indicating that students who are more aware tended to achieve higher decision making in career choice which denoted that the null hypothesis is rejected. This implied that through career guidance practices of public schools in the Division of Laguna through joint effort of the teachers, career guidance advocate and professionals varied field, the students assess their skills, search career options, search information about the career and compare their principles which leads to decision making through critical analysis.

Based on the findings and conclusions made, the following recommendations were forwarded:

Schools heads and career guidance advocate may continue to implement various activities such as orientation programs, mentoring, and professional collaborations that allow students exposure to different career paths to facilitate sound decisions.

Teachers may encourage the students to be proactive in investigating different career paths by engaging mentors and professionals to obtain pertinent information that will help make good decisions.

School heads and career advocates may provide assistance to students in defining specific personal objectives based on their overall life aspirations and, at the same time, taking into account advice from fellow students and teachers

Future researchers may expand the study by including more participants, additional variables, or utilize qualitative research design to gain deeper insights into inclusive education practices.

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