Interest, Self-efficacy and Environmental Influences on the Career Decision Making of Adolescents

Cherie Guy B. Giray* and Fatima Socorro M. Quianzon

College of Education, Eastern Visayas State University, Lino Gonzaga Avenue, Tacloban City, Philippines

*Corresponding author. E-mail address: cherieguy.giray@evsu.edu.ph

Received: 23 March 2023; Revised: 9 August 2023; Accepted: 21 August 2023; Available Online: 15 December 2023

Abstract

This study determined the profile of the respondents in terms of age, sex, their parents' highest educational attainment, their parents' occupation, their parents' combined annual income, type of school, interest, self-efficacy, and environmental influences on their career decision making. The research instrument for this study was developed with a Cronbach's alpha of 0.90 which was interpreted as reliable. It was administered to 583 respondents, of whom 84 came from private schools and 499 from public schools. The statistical treatments utilized were frequency, percentage, and chi-square tests. The findings of the study revealed that the respondents had a high level of self-efficacy and were interested in their preferred track and strand. Their most preferred career track and strand were the Academic Track and Humanities Social Sciences (HUMSS) Strand, and the least preferred were the Arts and Design Track, Home Economics Strand, and Industrial Arts Strand under the Technology-Vocational-Livelihood Track. The results also revealed that there is a significant relationship between the career choice of adolescents and their profile in terms of age, sex, their father's highest educational attainment, the type of school, and interest in the preferred track and strand. It was also found that there is no significant relationship between the career choice of adolescents and their profile in terms of their mother's highest educational attainment, their father's occupation, their mother's occupation, their parents' combined annual income, self-efficacy, and their environment. However, teachers significantly influenced adolescents career decisions.

Keywords: Career Exploration, Adolescence Traits, Teacher's Role, Parent's Influences

Introduction

Adolescence face difficulty in knowing their interests, abilities, and career direction because their characteristics relevant to career decision making are not yet fully developed (Al-Bahrani et al., 2020). They tend to choose a career based on the preference of their peers and not on their ability or inclination. In most cases, whatever career direction their parents tell them to take, they will obey because they are the ones sending them to school.

Moreover, it is important to note that the career decision an individual makes today determines his or her life's path (Evans & Furlong, 2019). When they choose a career that does not fit their interests and strengths, they can be stuck in their profession for a lifetime. If erroneous decisions are made, they will suffer for a long time or switch to another profession where ample time is wasted.

The underlying problem in the world of work today is career mismatch, which contributes to the underemployment rate among the younger population (Yeung & Yang, 2020). The news and online job sites are brimming with job opportunities but there is a mismatch between educational preparation and skill requirements creating a void that must be filled. In a report concerning skill mismatch, there is approximately 72% of the workforce in the majority of the 108 countries—over 57, suggesting that more than half of their jobs do not correspond to their education and skill sets (Gevorgyan, 2021).

With this apparent issue, the Philippine Department of Education (DepEd) (Department of Education, Republic of the Philippines, 2019), implemented the K-12 Basic Education Curriculum, which is a major curriculum liberalization for all schools across the country. This reform comprises decongesting and improving the basic

education curriculum for students to grasp core skills, as well as prolonging the basic education cycle to kindergarten through year 12. By including kindergarten and two years of high school, the K-12 program guarantees that graduates have the essential skills and reach the legal working age, allowing them to enter the labor pool if they wish or need to.

One of the significant factors that influences adolescents' career decision making is their interest which is defined by Sears and Gordon (2002), as something that captures one's eagerness or piques their curiosity. When one's curiosity starts up there is an attentiveness to and enjoyment in the chosen career path. Most people want a job that they enjoy. In one way or another, when they enjoy what they are doing they tend to stay in their chosen job for a long period of time. However, when they do not enjoy what they are doing they tend to give up on it easily. Thus, look for another job that could satisfy them.

Another factor that determines one's career decision making is self-efficacy. Bandura (1997 as cited in Falco & Summers, 2019) defined self-efficacy as a person's judgment of their capacity to accomplish a job or achieve success in a specific field. According to Lenox and Subic (as cited in Pandang et al., 2022), a person's self-efficacy is intimately tied to his or her proposition in terms of his or her capabilities. Therefore, adolescents need to have confidence in themselves and their potential. This kind of behavior will help them succeed in attaining a more realistic career endeavor. In that way, adolescents can establish a stable career in the future.

According to Social Cognitive Career Theory (Kiuru et al., 2021), self-efficacy and outcome beliefs are considered as mutually impacting profession-related interests, which often lead to career choice aspirations such as the intent to pursue a certain career route that is in line with one's interests. Self-efficacy contributes to how adolescents achieve their desired career. As such, when adolescents have a high sense of self-efficacy it strengthens their propensity to set challenging goals and they are intrinsically motivated to achieve them. As a result, they will work hard to achieve their desired career goals.

In addition, self-efficacy is seen as a crucial tool for managing the sheer complexity of today's workplace and work environment (Alisic & Wiese, 2020). Hence, adolescents should learn how to cultivate and manage their self-efficacy especially when choosing a career. In this way, they can survive in the trivial world of work and perform better once they are already there.

Career environmental influences, such as parents, teachers, guidance counselors, peer groups, and socio-economic status are also contributing factors in adolescents' career decision making. Respect for families is one of the most crucial factors influencing Filipino students' job choices (Ouano et al., 2019). It is part of the Filipino culture that in order to maintain harmony with the elders, young people tend to obey their commands and decisions. Aside from that, it is common for Filipino young people to be dependent on their parents which is why they ought to be respected when deciding on a career for their sons or daughters.

Various studies were conducted that explores the factors that influence career choice (Gwelo, 2019; Abe & Chikoko, 2020). However, there remains a gap in understanding the complex interaction between interest, self-efficacy and environmental influences among adolescents' career decision-making. In this light, the researchers conducted this study. They also believed that it is vital to know the career influences of adolescents and the proper interventions that can be provided to them such as a career information drive, a career guidance program, and career counseling. Thereby, helping minimize the attrition and shift to different courses for adolescents enrolled in school. Similarly, misalignment with skills and jobs will be lessened.

Objectives of the Study

The objectives of this study were to identify the profile of the adolescents such as age, sex, parents' highest educational attainment, parents' occupation, parents' combined annual income, the type of school, self-efficacy, and career interest. It also determined the career decision in terms of the track and strand offered in the senior high school in the Philippines Department of Education and the environmental influences on adolescents. Moreover, it also determined if there is a significant relationship between the career decision of adolescents and their profile and their environmental influences.

Hypothesis

Hypothesis 1: There is a significant relationship between the career decision making of adolescents and their profile in terms of age, sex, parents' educational attainment, parents' occupation, parents' annual income, type of school, interest, and self-efficacy.

Hypothesis 2: There is a significant relationship between the career decision making of adolescents and their career environmental influences.

Methods and Materials

Research Design

The descriptive survey method of research was employed in this study to answer the study's purpose and characterize the features of variables in a population by acquiring the indicated information on the survey.

Population and Sample

The respondents of the study were adolescents who were enrolled in six selected schools in Samar, Philippines. There were three (3) private secondary schools and three (3) public secondary schools selected for this study. The respondents were randomly selected, with a total of 583 respondents—84 from private schools and 499 from public schools. It was determined using Slovin Formula which calculates a sample size (n) based on the actual population size (N) and the acceptable margin of error (5%) (Wulandari & Kurniasih, 2019).

Ethical Consideration

The researchers sought permission from the Schools Division Superintendent in the Division of Samar through a formal letter request. Prior to data collection, respondents and their parents were given a consent form to inform them of the study's objective, risks, and benefits. Moreover, the data gathered were treated cautiously and with utmost confidentiality.

Research Instrument

A survey questionnaire was utilized to gather the respondents' responses for this study. The instrument used was conceptualized based on the literature that filled in the gap thereby crafting a researcher-made questionnaires. The first part of the questionnaire covered the profile of the respondent, such as age, sex, parent's highest educational attainment, parents' occupation, parents' combined annual income, and type of school. The second part elicited information on the career decision making based on the offered career tracks and strands in the senior high school in the K-12 Basic Education Curriculum in the Philippines. Finally, the third part of the research instrument dealt with the influences on career decision making, such as self-efficacy, interest in the career, and environmental influences. The survey framework includes a collection of statements on which respondents stated their level of agreement on a four-point scale that ranges from strongly agree to agree, agree to disagree, and strongly disagree. The numerical value was used to calculate the responses.

Reliability and Validity of the Instrument

The research instrument was tested for validity through pilot testing. Cronbach's alpha, a measure of internal consistency dependability was evaluated with a value greater than 0.70 considered as minimum level of internal consistency (Taber, 2018). The Cronbach's alpha for the validation of this study's instrument was 0.90 which was interpreted as reliable.

Data Analysis

Different statistical procedures were utilized to statistically examine the various characteristics of the data in order to provide a sufficient understanding of the study objectives. For parts one and two of the survey instrument, frequencies and percentages were employed. For Part 3, a weighted mean and standard deviation were used.

To find whether the career decision making was influenced by the identified young adolescent's variables such as age, sex, parents' highest educational attainment, parents' occupation, parents' annual income, the type of school, self-efficacy, interest, and their environment the chi-square test was employed. The computation and processing of the data were treated with a 5% level of significance.

Results

Personal Profile of Adolescents Enrolled in Grade 9

The frequency and percentage of adolescents' personal profile, family profile, the type of school, self-efficacy, and career decision making were computed.

Findings as shown on Table 1 of the 583 respondents the majority (444, or 76.16 percent) are 14 to 15 years old and ten or 1.72 percent are 13 years old or younger. As a result, the average age of the respondents is adolescent. Similarly, these adolescents are enrolled in Junior High School, Grade 9.

In terms of the respondent's sex the results show that majority of the respondents are female (357 or 61.23 percent). Therefore, it is safe to say that the young adolescent in Grade 9 is dominated by females.

Table 1 Adolescents' Personal Profile

	Profile Variables	Frequency	Percentage
Age	18 years old, or above	17	2.92
	16 to 17 year old	112	19.21
	14 to 15 year old	444	76.16
	13 years old, or below	10	1.72
	Total	**583**	**100.00**
Sex	Female	357	61.23
	Male	226	38.77
	Total	**583**	**100.00**

In Table 2, it can be glimpsed that as to the parents' highest educational attainment, the respondents' fathers are mainly in the elementary level with a total of 231 or 39.62 percent; and two, or 0.34 percent, are in no formal schooling. In terms of the respondents' mothers' highest educational attainment, the majority (157, or 26.93 percent) are in elementary level, while seven, or 1.20 percent, have no formal schooling.

As regards to parents' occupation, out of 583 fathers, 400, or 68.61 percent, are self-employed, and eleven, or 1.89 percent, are not employed; out of 583 mothers, 434, or 74.44 percent, are self-employed, and ten, or 1.72 percent, are not applicable or deceased.

Looking at the parents' combined annual income, the results display that 381, or 63.35 percent, are in a very low income level, which has 80 000 PHP or less income; and nine, or 1.54 percent, are in a high income level, which has 500 000 PHP to 1, 000 000 PHP in incomes.

Table 2 Family Profile of Adolescents

Parents' Highest Educational Attainment	Father		Mother	
	Frequency	Percentage	Frequency	Percentage
College Graduate	45	7.72	66	11.32
College Level	50	8.58	58	9.95
High School Graduate	84	14.41	87	14.92
High School Level	98	16.81	139	23.84
Elementary Graduate	42	7.20	59	10.12
Elementary Level	231	39.62	157	26.93
No Formal Schooling	2	0.34	7	1.20
No Response (Deceased)	31	5.32	10	1.72
Total	**583**	**100**	**583**	**100**
Parents' Occupation	**Father**		**Mother**	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Government Employee	42	7.20	49	8.40
Private Employee	102	17.50	90	15.44
Self-employed	400	68.61	434	74.44
Not Employed	11	1.89	-	-
Not Applicable (Deceased)	28	4.80	10	1.72
Total	**583**	**100**	**583**	**100**
Parents' Combined Annual Income	**Frequency**		**Percentage**	
High Income (500,001 to 1,000,000 PHP)	9		1.54	
Average Income (250,001 to 500,000 PHP)	32		5.49	
Slightly Low Income (135,001 to 250,000 PHP)	50		8.58	
Low Income (80,001 to 135,000 PHP)	111		19.04	
Very Low Income (80,000 PHP or Less)	381		63.35	
Total	**583**		**100**	

In relation to the type of school attended by adolescents or Grade 9 students, Table 3 below shows that 499, or 85.59 percent, are in public school and 84, or 14.41 percent, are in private school. This is an indication that a remarkable number of adolescents are enrolled in public school.

Table 3 Profile of Adolescents in Terms of Type of School

Type of School	Frequency	Percentage
Public School	499	85.59
Private School	84	14.41
Total	**583**	**100.00**

As shown in table 4, the overall mean (2.95) adolescents enrolled in Grade 9 are reported to have high self-efficacy. Based on the result of the analysis, the majority of adolescents (442, or 75.81 percent) have high self-efficacy, and 33, or 5.66 percent, have low self-efficacy.

Table 4 Profile of Adolescents in Terms of Self-efficacy

Level of Self-efficacy	Frequency	Percentage
Very High Self-efficacy	8	18.52
High Self-efficacy	442	75.81
Low Self-efficacy	33	5.66
Total	**583**	**100.00**
Mean	**2.95 (High Self-efficacy)**	

The findings show in Table 5 that a significant number (366, or 62.78 percent) of adolescents are interested in their chosen career, and one, or 0.17 percent, are not interested. The overall mean, which is 3.02 indicates that the majority of adolescents are interested in their preferred track and strand.

Table 5 Profile of Adolescents in Terms of Career Decision Making

Level of Interest in the Career Decision Making	Frequency	Percentage
Very Interested	170	29.16
Interested	366	62.78
Moderately Interested	46	7.89
Not Interested	1	0.17
Total	**583**	**100.00**
Mean	**3.02 (High Interest)**	

Career Decision Making of Adolescents Based on the Track and Strand Offered in the Department of Education

Table 6 below shows that in terms of the track, the most preferred (439, or 75.29 percent) is the academic track, and the least preferred (29, or 4.97 percent) is the arts and design track. The results reveal that most adolescents enrolled in Grade 9 will pursue an academic track when they enroll in senior high school.

With regard to the strand, the data indicates that the students' most preferred strand is Humanities and Social Sciences (HUMSS) (127, or 21.78 percent), followed by Accountancy, Business, and Management (ABM) (126, or 21.61 percent) under Academic Track. The least preferred strands are Home Economics (14, or 2.40 percent) and Industrial Arts (14, or 2.40 percent), with the same frequency counts and percentages, under the Technical-Vocational-Livelihood Track. The results suggest that the majority of adolescents choose Humanities and Social Sciences (HUMSS) under Academic Track as their future career.

Table 6 Career Track and Strand Preference of Adolescents

Career Track	Career Strand	Frequency	Percentage	Rank
Academic Track	Humanities and Social Sciences (HUMSS)	127	21.78	1
	Accountancy, Business and Management (ABM)	126	21.61	2
	Science, Technology, Engineering and Mathematics (STEM)	68	11.66	5
	General Academic	118	20.24	3
	Total	**439**	**75.29**	**-**
Technical-Vocational-Livelihood	Home Economics	14	2.40	10
	Agriculture-Fishery	20	3.43	9
	Industrial Arts	14	2.40	10
	Information and Communication Technology	33	5.66	6
	Total	**81**	**13.89**	**-**
	Sports Track	**34**	**5.83**	**7**
	Arts and Design Track	**29**	**4.97**	**8**
	Total	**583**	**100.00**	**-**

Career Environmental Influences

Table 7, as shown below, indicates that the career environment has an overall mean of 2.77 which is interpreted as influenced and signifies an impact on adolescents' career decisions. The data also imply that adolescents' career decision making are influenced by their parents, relatives, teachers, excellent teachings, guidance counselors, peer groups, low socio-economic environments, governmental policies and the demand of the track and strand in the world of work. Moreover, adolescents' career decision making is highly (X = 2.98) influenced by their parents since they are responsible for selecting their sons' or daughters' careers. Government policies have the least (X = 2.59) on the career decision making of adolescents.

Table 7 Career Environment Influences of Adolescents

Career Environment Influences	Mean	Description
Parents	2.90	Influenced
Teachers	2.80	Influenced
Guidance Counselors	2.73	Influenced
Peer Groups	2.65	Influenced
Low Socio-economic Environment	2.60	Influenced
Governmental Policies	2.59	Influenced
Parents as Responsible on Students' Career Choice	2.98	Influenced
Relative who Finance the Student	2.69	Influenced
Timely and In-demand Career	2.81	Influenced
Excellent Teaching	2.95	Influenced
Total	**2.77**	**Influenced**

Test of Independence of Adolescents' Career Decision Making and their Profile

The data in Table 8 show that the profile of adolescents in terms of age (47.166, p = 0.009), sex (65.672, p = 0.000), father's highest educational attainment (96.165, p = 0.000), the type of school (53.432, p = 0.000), and interest in the preferred track and strand (40.656, p = 0.044) are significantly related to their career decision making. Other profile variables such as the mother's highest educational attainment, the father's occupation, the mother's occupation, the parents' annual income, and self-efficacy are not significantly related to their career decision making.

The results indicate that adolescents' career decision making is influenced by their age classifications, in which older students choose the technical-vocational-technology track and strands while younger students choose the academic track and strands. In terms of sex, male students preferred sports track and the technical-vocational-livelihood track and strands, while more females preferred the academic track and strands. In addition, adolescents whose fathers have lower educational attainment choose the technical-vocational-livelihood track and strands while those adolescents whose fathers have higher educational attainment choose the academic track and strands. Adolescents in private schools choose the academic track—Accountancy, Business, and Management (ABM) Strand—while more students from the public schools choose the Humanities and Social Sciences (HUMSS) Strand under the same track.

Furthermore, students' career decision making is dependent on the level of their interest in their preferred track and strand, which is the choice of a career that attracts one's curiosity. Students who have higher interests prefer academic tracks and strands, and those with lower interests prefer technical-vocational-livelihood tracks and

strands. Moreover, students who strongly claimed that their chosen track and strand gave them an advantage chose the academic track, while those who claimed less, chose other tracks and strands.

On the contrary, findings also indicate that the respondents' career decision making is independent of their profile in terms of the mother's highest educational attainment, the father's occupation, the mother's occupation, their parents' combined annual income, and their self-efficacy. Thus, these profiles do not affect the respondents' career decision making.

On the same note, in terms of self-efficacy, students who can clearly decide what they value most in their chosen track and strand prefer the academic track, while those who cannot choose other tracks and strands.

Table 8 Test of Independence of Adolescents' Career Decision Making and their Profile

Grade 9 Students' Profile	Career Track and Strand Preference		
	Chi-square Value	p-value	Interpretation
Age	47.166	0.009	Significant
Sex	65.672	0.000	Significant
Father's Highest Educational Attainment	96.165	0.000	Significant
Mother's Highest Educational Attainment	67.148	0.108	Not Significant
Father's Occupation	26.173	0.886	Not Significant
Mother's Occupation	24.309	0.613	Not Significant
Parents' Annual Income	36.823	0.431	Not Significant
Type of School	53.432	0.000	Significant
Self-efficacy	18.600	0.417	Not Significant
Career Interest	40.656	0.044	Significant

Test of Independence of Adolescents' Career Decision Making and their Environment

According to the data in Table 9, only teachers have a significant influence on the career decision making of adolescents, with a chi-square value of 47.534 and a p-level of.009, interpreted as significant at a 0.05 level of significance.

The overall Chi-Square value of 27.803 with a p-value of 0.421, interpreted as "not significant", means that the environment of adolescents is independent from their career decision making.

However, the findings also show that the respondents' career decision making is dependent on their teachers. Evidently, the respondents with higher dependence on their teachers choose the academic track and strands, while the students with lower dependence on their teachers choose the other track and strands.

On the contrary, parents, relatives, guidance counselors, peer groups, low socio-economic environment, governmental policies, excellent teachings and the demand of the career in the world of work are not significantly related to adolescents' career decision making.

Table 9 Independence of Adolescents' Career Decision Making and their Environment

Career Environment Influences	Chi-square Value	p-value	Interpretation
Parents	34.934	0.141	Not Significant
Teachers	47.534	0.009	Significant
Guidance Counselors	33.670	0.176	Not Significant
Peer Groups	37.365	0.088	Not Significant
Low Socio-economic Environment	29.034	0.359	Not Significant
Governmental Policies	31.706	0.243	Not Significant
Parents as Responsible on Students' Career Choice	30.886	0.710	Not Significant

Table 9 (Cont.)

Career Environment Influences	Chi-square Value	p-value	Interpretation
Relative who Finance the Student	31.056	0.269	Not Significant
Timely and In-demand Career	19.734	0.842	Not Significant
Excellent Teaching	35.094	0.136	Not Significant
Overall	27.803	0.421	Not Significant

Discussion

Based on the descriptive analysis, the common age among students enrolled in Samar, Philippines is 14 to 15 years old belonging to adolescent stage and is dominated by female students. This implies that females have a higher inclination to study than males. This situation is also possible because most males in low-income families tend to enter the workforce to help their parents provide for their basic needs and sometimes send their siblings to school.

When it comes to the type of school, the results imply that a remarkable number of students are enrolled in public school. This is because in the Philippines, Basic Education—kindergarten up to senior high school is free. As a result, they take free education as a privilege and see this as an opportunity to have a better life in the future.

With regard to self-efficacy, adolescents have high self-efficacy. Thus, they can get involved in a work experience relevant to their future career goals and they can describe the duties they would like to pursue. Even after being frustrated, they can persist and finish the task. Despite their parents' disapproval of their chosen track and strand, they still pursue it and they are confident enough to move to another city to get what they really like. They also have the confidence to decide what they value based on their interests and can define the type of lifestyle they would like to live. Whenever they have concerns, they can consult teachers in a department they are considering. Having high self-efficacy enables individuals to carry out the behaviors required to achieve particular performance goals (Bandura, 1997).

Concerning the interest of adolescents, the results imply that they have high interest in their chosen career. Indicatively, they wanted to enhance their skills, they like exploring ideas, they are well motivated, they like using their imagination, and they are fascinated by the track and strand they chose. Moreover, the things they like to do and their favorite subjects and job-related skills or talents influenced their choice of track and strand. Similarly, the track and strand they select provides them with an advantage and an experience that piques their interest in their chosen field.

When it comes to the environment, adolescents' career decision making is influenced by their environment. The results further imply that adolescents regard their parents, relatives, teachers, excellent teachings, guidance counselors, peer groups, a low socioeconomic environment, government policies, and the demand for the track and strand they chose in the world of work as influences on their career environment. Holland's (1985) Theory of Career Choice suggests that individuals seek environments that complement their personalities, thereby having higher satisfaction and success in their chosen career (Maldonado et al., 2020).

The test of hypotheses of this study, using chi-square, accepted the alternate hypothesis, which stated that there is a significant relationship between the career decision making of adolescents and their profile in terms of age, sex, father's highest educational attainment, the type of school, and interest in the preferred track and strand. Thus, the career decision making of adolescents is dependent on their profile in terms of age, sex, the fathers' highest educational attainment, type of school, and interest; thus, these profiles affect the respondents' career track and strand preferences, implying that these profiles affect adolescents' career decision making.

Another alternate hypothesis was tested, which stated that there is a significant relationship between the career decision making of adolescents and their profile in terms of their mother's highest educational attainment, their father's occupation, their mother's occupation, their parents' combined annual income, and their self-efficacy, which was rejected. Hence, adolescents' career decision making was independent from their mother's highest educational attainment, father's occupation, mother's occupation, parents' combined annual income and self-efficacy. For this reason, the career decision making of adolescents is not influenced by their mother's highest educational attainment and occupation, their father's occupation, or their parents' combined annual income and self-efficacy.

Although adolescents in this study have high levels of self-efficacy, it is evident that when it comes to choosing their careers, this does not significantly influence them. It is possible that self-efficacy influences adolescents in achieving the career of their dreams, but it does not necessarily influence what career they will pursue in the future. Moreover, self-efficacy remains important for becoming successful in life.

One more hypothesis was tested, which stated that there is a significant relationship between the career decision making of adolescents and their environment. This hypothesis was rejected, implying that adolescents' environment does not influence them in their career decision making. As a result, parents, relatives, guidance counselors, peer groups, a low socio-economic environment, governmental policies, excellent teachings, and the demands of a career in the world of work do not affect adolescents' career decision making except for teachers. In which teachers remain impactful when adolescents are deciding on their careers.

The findings of this study may be beneficial when creating career guidance programs for adolescents. The influences that are significant to adolescents' career decision making must be taken into consideration in crafting them. Significant others that seem to influence adolescent career decision making must be part of the career guidance program that will be crafted for them. In that way, they can also help and encourage adolescents to choose the career that is best for them.

Conclusion and Suggestions

Based on the findings, adolescent's career decision making is influenced by parents, relatives, teachers and their teachings, guidance counselors, peer groups, low socio economic environment, governmental policies and the demand of the track and strand they chose in the world of work. Moreover, there is a significant relationship between the career track and strand preferences of adolescents and their profile in terms of age, sex, their fathers' highest educational attainment, the type of school, and interest in their career decision making. On the other hand, there is no significant relationship between the career decision making of adolescents and their profile in terms of their mothers' highest educational attainment, their fathers' and mothers' occupations, their parents' combined annual income, self-efficacy, and career environment influences. Although in the career environmental influences, teachers significantly influenced adolescents' career decision making.

It is suggested that the same study may be conducted in other parts of the Philippines and compared with the results of this study. Further, it is also suggested that this study may be replicated in other countries and consider exploring careers that experts in Artificial Intelligence (AI) are no longer advising to students. Although, self-efficacy seems not to be influential in the career decisions of adolescents as a result of this study, this can be studied thoroughly and independently.

References

Abe, E. N., & Chikoko, V. (2020). Exploring the Factors that Influence the Career Decision of STEM Students at a University in South Africa. *International Journal of STEM Education*, *7*, 60. https://doi.org/10.1186/s40594-020-00256-x

Al-Bahrani, M. A., Allawati, S. M., Abu Shindi, Y. A., & Bakkar, B. S. (2020). Career Aspiration and Related Contextual Variables. *International Journal of Adolescence and Youth*, *25*(1), 703-711. https://doi.org/10.1080/02673843.2020.1730201

Alisic, A., & Wiese, B. S. (2020). Keeping an Insecure Career under Control: The Longitudinal Interplay of Career Insecurity, Self-management, and Self-efficacy. *Journal of Vocational Behavior*, *120*, 103431. https://doi.org/10.1016/j.jvb.2020.103431

Bandura, A. (1997). *Self-efficacy: The Exercise of Control*. New York, NY: W. H. Freeman.

Department of Education, Republic of the Philippines. (2019). *DepED Order, No. 021 S. 2019, Policy Guidelines on the K to 12 Basic Education Program*. Retrieved from https://www.deped.gov.ph/wp-content/uploads/2019/08/DO_s2019_021.pdf

Evans, K., & Furlong, A. (2019). Metaphors of Youth Transitions: Niches, Pathways, Trajectories or Navigations. In *Youth, Citizenship and Social Change in a European Context* (pp. 17-41). London, UK: Routledge.

Falco, L. D., & Summers, J. J. (2019). Improving Career Decision Self-efficacy and STEM Self-efficacy in High School Girls: Evaluation of an Intervention. *Journal of Career Development*, *46*(1), 62-76. https://doi.org/10.1177/0894845317721651

Gevorgyan, S. (2021, September 9). Skills Mismatch Serious Obstacle for Youth in Search of Jobs Worldwide. *DevelpmentAid*. Retrieved from https://www.developmentaid.org/news-stream/post/109101/skills-mismatch-serious-obstacle-for-youth

Gwelo, A. S. (2019). Determinants of Career Choice Among University Students. *Malaysian Online Journal of Educational Management (MOJEM)*, *7*(1), 1-19. Retrieved from https://ejournal.um.edu.my/index.php/MOJEM/article/view/15758

Holland, J. L. (1985). *Manual for the Vocational Preference Inventory*. Odessa, Florida: Psychological Assessment Resources.

Kiuru, N., Puolakanaho, A., Lappalainen, P., Keinonen, K., Mauno, S., Muotka, J., & Lappalainen, R. (2021). Effectiveness of a Web-based Acceptance and Commitment Therapy Program for Adolescent Career Preparation: A Randomized Controlled Trial. *Journal of Vocational Behavior*, *127*, 103578. https://doi.org/10.1016/j.jvb.2021.103578

Maldonado, L. G., Kim, K., & Threeton, M. D. (2020). An Application of Holland's Theory to Career Interests and Selected Careers of Automotive Technology Students. *Journal of Career and Technical Education*, *35*(1), 36-54. Retrieved from https://eric.ed.gov/?id=EJ1327135

Ouano, J. J. G., Torre, J. F. D. L., Japitan, W. I., & Moneva, J. C. (2019). Factors Influencing on Grade 12 Students Chosen Courses in Jagobiao National High School-senior High School Department. *International Journal of Scientific and Research Publications*, *9*(1), 421-431. https://doi.org/10.29322/IJSRP.9.01.2019.p8555

Pandang, A., Umar, N. F., & Harum, A. (2022). Gender Analysis of Student Career Self-efficacy and Implications in Career Guidance Services at State Vocational Schools. *Journal of Educational Science and Technology*, *8*(2), 105-112. Retrieved from https://ojs.unm.ac.id/JEST/article/view/35203

Sears, S. J., & Gordon, V. N. (2002). *Building your Career: A Guide to your Future* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Taber, K. S. (2018). The Use of Cronbach's Alpha when Developing and Reporting Research Instruments in Science Education. *Research in Science Education*, *48*, 1273-1296. https://doi.org/10.1007/s11165-016-9602-2

Wulandari, C., & Kurniasih, H. (2019). Community Preferences for Social Forestry Facilitation Programming in Lampung, Indonesia. *Forest and Society*, *3*(1), 114-132. Retrieved from http://repository.lppm.unila.ac.id/15114/1/6026-16479-1-PB.pdf

Yeung, W.-J. J., & Yang, Y. (2020). Labor Market Uncertainties for Youth and Young Adults: An International Perspective. *The ANNALS of the American Academy of Political and Social Science*, *688*(1), 7-19. https://doi.org/10.1177/0002716220913487