

A New Proposition of Symbolic Reaction Theory in Job Choice Factors of Senior High School Students under Science, Technology Engineering and Mathematics Education

Michael B. Dizon, Ed.D., Ph.D. Ed.

Associate Professor V

Iloilo State University of Fisheries Science and Technology
Barotac Nuevo, 5007 Iloilo, Philippines

DOI: <https://doi.org/10.56293/IJMSSSR.2022.4628>

IJMSSSR 2023

VOLUME 5

ISSUE 3 MAY – JUNE

ISSN: 2582 - 0265

Abstract: This quantitative descriptive research explored the perspectives of 438 STEM (science, technology, engineering, and mathematics) senior high school students in a 207 public and private secondary school in the province of Iloilo, Philippines in terms of their job choices to analyze and develop a new proposition on Howard Becker's Social Interaction Theory. The need for developing promising theoretical concepts of transition from the traditionally-developed paradigm model of career intervention to the new normal environment was substantiated by the researcher anchored on Becker's Social Interaction Theory used in this study. The theory provides a basis for understanding individual's behavior and viewpoints, where the researcher provides descriptions of processes of human interaction. However, results of the study challenged the theory of Howard Becker (2008) on his proposition: "...People are constructors of their own actions and meanings. Individuals construct their own social realities and perspectives of their world using responses from the environment and different sociocultural relationships with which they interact. Symbolic interactionism or Social Interaction Theory provides opportunities for analyzing ways in which different socializing experiences affect an individual's life cycle..." The argument focused on analyzing ways on which different socializing experiences affect an individual's life cycle as pointed out by Becker in his proposition. *This new proposition: "Stereotyping on areas such as social status, gender differences, parent role and sibling ranks is a stimulus of normative social influence. The adopted pattern of thoughts based on past experiences directs people to behave consistently with group norms. Based on the perspectives of the students, this study pointed out that the Howard Beker's Social Interaction Theory on individual's construction of realities and perspectives is influenced by sociological stereotyping and normative social influence. The combination of the two ideas is being attributed as ways in which different socializing experiences affect an individual's life cycle which include his preferences."*

Keywords: Howard Becker's Interaction Theory, students' job choice factors, STEM education

INTRODUCTION

Grades 11 and 12 are Senior High School (SHS) students who are enrolled in specialization based on aptitude, interests, and school capacity. The choice of career track will define the content of the subjects a student will take in Grades 11 and 12. These subjects fall under core curriculum or career pathways. Preparation in the right education and right occupation is very crucial and must be supported or guided by educational organization or guidance counselor to develop students to their best potentials.

Today, there is a public debate on the problem of unemployment. Unemployment among new graduates is a phenomenon that is found in many countries of the world. Among the other causes, one important causes of unemployment can be considered as the mismatch between market requirements and the employability of graduates that higher education institutions produce (Soni and Rashmi, 2012). The problem of career choice among secondary school students has generated a lot of questions and answers among scholars. The problem has been a delicate issue that has to be approached with caution. There is no clear process that secondary school students have used to make career choice. Secondary school students should have the opportunity to explore all of the choices available in order to make a logical educated plan when choosing a career.

The eleventh and twelfth grades are the most suitable levels for career decision-making but the students

here may also be unprepared for making rational career decisions that might contribute to the increasing unemployment and job mismatch rate among the young and educated. Hence, there is a need for an enhanced educational program and career guidance activities that will help students of different personality traits choose the appropriate career path based on their interest and competency.

The framework, which the researcher chose for this inquiry, is Symbolic Interactionism or the Howard S. Becker's Social Interaction Theory which provides a theoretical framework for understanding individual's behavior and viewpoints, where the researcher provides descriptions of processes of human interaction. The researcher examines human behavior on the basis of the meaning individuals give to their environment; as they interpret significant symbols in their worlds. The symbols are stimuli of responses that are expressed as words in processes of interpretation. In this process of interpretation, the meanings are continuously being modified and reflected upon symbolically as individuals interact with one another. Pivotal to symbolic interactionism is the concept of people as constructors of their own actions and meanings, with the focus on individual action rather than wider social structures. Individuals construct their own social realities and perspectives of their world using responses from the environment and different sociocultural relationships with which they interact. Symbolic interactionism provides opportunities for analyzing ways in which different socializing experiences affect an individual's life cycle, the argument being that individuals do not react automatically to special stimuli, but through their own constructive processes use symbols to define their actions and meanings and so acquire values and beliefs.

In this study, social interaction theory known as symbolic interactionism is a theoretical and methodological approach which the senior high school students are considered pervert by other members of society. This theory of the labeling, developed by Howard Becker (2008) highlights the social interaction of the students with the family, friends and society, and the individual's interaction with the social context throughout the career development. This approach considers the students' social context, their interactions, their characteristics and the process of labeling.

Therefore, the purpose of this study is to develop a new proposition on Becker's Social Interaction Theory by measuring the perceived job choice factors of senior high school students in the Province of Iloilo. The conceptual model of the study is shown below.

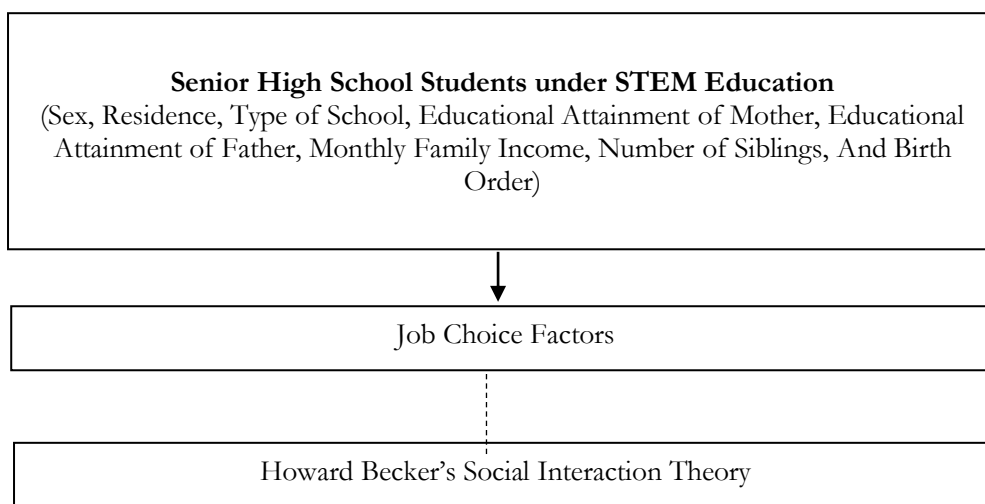


Figure 1. The Conceptual Model

METHODOLOGY

In this research, a correlational study among demographic profile and job choice factors of senior high school students was used. It examined if the demographic profile of students as to sex, residence, type of school, educational attainment of mother, educational attainment of father, monthly family income, number of siblings, and birth order are significantly related to their perceived job choice factors.

This approach of correlating the demographic profile and perceived job choice factors of students - Grades 11 and 12 was adopted in order to develop a new proposition on Howard Becker's Social Interaction Theory. This study was conducted in 179 public and 28 private secondary schools offering Senior High School (SHS) education in the province of Iloilo. The respondents of the study include 438 students of 179 public and 28 private senior high schools in the Province of Iloilo. They were chosen through multi-stage sampling technique. A list of all public and private high schools in the province of Iloilo which offer Senior High School (SHS) Program was secured from which students were selected. Considering the number of senior high school in the province, the respondents of the study comprised only 5% of the total number of officially enrolled senior high school student from public private high schools, for School Year 2020-2021. And to assure representativeness, they were distributed proportionately across school and grade levels.

The 19 items Career Preference Factors Scale (CPFS) developed by Ullah, Barman, Ja'afar & Yusoff, (2013) was used as an adopted questionnaire. The data were computer-processed using the Statistical Package for the Social Sciences (SPSS) for MS Windows 23.0 software. Mean, Percentage and Frequency Distribution, Standard Deviation, Point-biserial and Chi-square, Spearman rho and Chi-square, and Mann-Whitney U-test were used to analyze the data. A parent's consent form was sent to the respondents who are below 18 years old prior to the data gathering in the same manner done with the questionnaire.

RESULTS AND DISCUSSION

The data show that most of Grade 11 students in the Province of Iloilo are female, living in their own houses with their parents, enrolled in public secondary schools, their mother and fathers' educational attainment is high school level with their monthly family income of < 5000 and 0-2 number of siblings, and whose birth order is in-between. Relatively, Grade 12 students have the same dominant profile with Grade 11 student except for monthly family income of 5000-10000. Generally, the respondents are predominantly female, living in their own houses with their parents, enrolled in public secondary schools, their mother and fathers' educational attainment is high school level with their monthly family income of 5000-10000 and 0-2 number of siblings, and whose birth order is in-between.

Job Choices of Senior High School Students under Science, Technology, Engineering, and Mathematics (STEM) Education

Table 1 shows the Weighted Mean value of the factors affecting the Grade 11 students' career preference. As depicted in the table, the students are "Slightly Agree" with the "Importance of Lifestyle" (WX=3.73) which is the first consideration of students in choosing a career, followed by the "Importance of Economy and Status" (WX=3.72) then by the "Importance of Social Responsibility" (WX=3.63) and "Importance of Effort" (WX=3.46); When the least career preference factor that affects Grade 11 students in choosing a career is considered, "Importance of Hospital Related Activities" got the least Weighted Mean value of 3.39 with a verbal description of "Neutral".

As shown in the table below, Grade 11 students considered the "Importance of Lifestyle" (WX=3.73) and "Importance of Economy and Status" (WX=3.72) for choosing their future career. The items a large proportion of students most preferred under these categories are item 5, "I want to be able to spend sufficient time with my family" with WX=4.05, and item 11, "My chosen career will provide adequate income to meet up my liability" with WX=3.81. This implies that Grade 11 students consider personal needs such as family, income and status in choosing their future career.

The results of this study conform to the statement of the High School Liaison Officer of University of Regina who conducted a study, unpublished study cited by Theresa (2015), to determine which persons had influenced first year university students to enroll at the University of Regina. The results showed that respondents indicated that parents is the most influential on students' choices of enrolling at the University of Regina. Although families are changing in nature, they were still clearly the most important sources of external influence on students' educational and occupational decisions.

Similarly, Leppel, Williams and Waldauer (2001) revealed that parental education, family income, and family head's occupational status were found to be positively associated with offspring's educational achievement.

The findings of this study also conform to the results of the study on the preferences in senior high school tracks of students conducted by Moneva and Malbas (2019). They found out that that students consider socio-economic status and their parent’s occupation as factors in choosing their track in senior high school.

The findings of the present study are in agreement with the statement of Friesen (cited by Theresa, 2015) that some sociologists consider the birthright of the individual as a most significant factor in career choice since it establishes the family, social class, and to a large extent, the educational and cultural opportunities for the person. They also argue that the range of occupation that an individual will consider in choosing a career is determined largely by the status expectations of the social class to which one belongs. They also believe that the career a person chooses is an expression of the personality of life style of the individual. These findings also support the argument of needs theorists who propose that personal needs, whether at conscious or unconscious level, are the major determinants of vocational choice (Friesen, 1981). The need hierarchy theory of Maslow is therefore of particular interest to these career preference factors.

Further, the least preferred by students is the “Importance of Hospital Related Activities” (WX=3.39) with a verbal description of “Neutral.” As depicted in the table, the item that a large proportion of Grade 11 students responded “Neutral” is item 14, “My chosen career will allow me to focus on in-hospital care” with WX=3.28. This implies the medical-related career opportunities are least preferred by the participants.

Table 1 Job Choice Factors of Grade 11 Respondents under STEM Education

| Importance of Lifestyle | 1 (%) | 2 (%) | 3 (%) | 4 (%) | 5 (%) | WX | VD |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------|----------------|----------------|----------------|-------------|-----------|
| 1. I don't like dealing with uncertainty in my work and my career choice will reduce my discomfort with uncertainty. | 47 (2.88) | 169 (10.14) | 766 (45.95) | 497 (29.81) | 187 (11.22) | 3.36 | N |
| 2. My chosen career will provide me flexibility regarding place of work, duration of time and schedule. | 18 (1.08) | 86 (5.16) | 479 (28.73) | 736 (44.15) | 348 (20.88) | 3.79 | SA |
| 3. My chosen career will have an acceptable on-call schedule. | 23 (1.38) | 123 (7.38) | 583 (34.97) | 633 (37.97) | 305 (18.30) | 3.64 | SA |
| 4. My chosen career will have acceptable hours of practice. | 8 (0.48) | 92 (5.52) | 491 (29.45) | 689 (41.33) | 387 (23.22) | 3.81 | SA |
| 5. I want to be able to spend sufficient time with my family. | 20 (1.20) | 82 (4.92) | 366 (21.96) | 528 (31.67) | 671 (40.25) | 4.05 | SA |
| Section | | | | | | 3.73 | SA |
| Importance of Social Responsibility | | | | | | | |
| 6. My chosen career will allow me to focus on clients at any level. | 58 (3.48) | 186 (11.16) | 538 (32.27) | 480 (28.79) | 405 (24.30) | 3.59 | SA |
| 7. As well as the long-term relationship with the client is important to me. My chosen career will allow me to develop this relationship. | 44 (2.64) | 147 (8.82) | 522 (31.31) | 539 (32.33) | 415 (24.30) | 3.68 | SA |
| 8. My social commitment to society has lead me to my chosen career. | 43 (2.58) | 120 (7.20) | 542 (32.51) | 621 (37.25) | 341 (20.46) | 3.66 | SA |
| 9. I have an interest in promoting health and my chosen career will allow me to do this. | 39 (2.32) | 212 (12.72) | 551 (33.05) | 481 (28.85) | 384 (23.04) | 3.58 | SA |
| Section | | | | | | 3.63 | SA |
| Importance of Economy and Status | | | | | | | |

| | | | | | | | | |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------|----------------|----------------|----------------|----------------|-------------|-----------|
| 10. | My chosen career will have a high income potential and this is important to me irrespective of my liability. | 24 (1.44) | 108 (6.48) | 520 (31.19) | 648 (38.87) | 367 (22.02) | 3.74 | SA |
| 11. | My chosen career will provide adequate income to meet up my liability. | 35 (2.10) | 71 (4.26) | 504 (30.23) | 630 (37.79) | 427 (25.61) | 3.81 | SA |
| 12. | y chosen career will provide me with high status among my future colleagues. | 35 (2.10) | 120 (7.20) | 627 (37.61) | 534 (32.03) | 351 (21.06) | 3.63 | SA |
| 13. | My chosen career will have a more stable/secure future than other career choices. | 28 (1.68) | 122 (7.32) | 565 (33.89) | 570 (34.19) | 382 (22.92) | 3.69 | SA |
| Section | | | | | | | 3.72 | SA |
| Importance of Hospital Related Activities | | | | | | | | |
| 14. | My chosen career will allow me to focus on in-hospital care. | 82 (4.92) | 267 (16.02) | 691 (41.45) | 351 (21.06) | 276 (16.56) | 3.28 | N |
| 15. | My chosen career will allow me to focus on urgent care. | 69 (4.14) | 166 (9.96) | 712 (42.71) | 441 (26.45) | 279 (16.74) | 3.42 | SA |
| 16. | I prefer to see the immediate results of my treatment and my chosen career will help me to experience this. | 38 (2.28) | 199 (11.94) | 622 (37.31) | 553 (33.17) | 255 (15.30) | 3.47 | SA |
| Section | | | | | | | 3.39 | N |
| Importance of Effort | | | | | | | | |
| 17. | An expected ease promotion in future job led me to my current career choice. | 32 (1.92) | 132 (7.92) | 671 (40.25) | 551 (33.05) | 281 (16.86) | 3.55 | SA |
| 18. | I prefer to avoid the struggles for post graduation that led me to my current career choice. | 83 (4.98) | 158 (9.48) | 704 (42.23) | 493 (29.57) | 229 (13.74) | 3.38 | N |
| 19. | An expected less competition in future practice led me to my current career choice. | 47 (2.82) | 152 (9.12) | 749 (44.93) | 428 (25.67) | 291 (17.46) | 3.46 | SA |
| Section | | | | | | | 3.46 | SA |
| Overall | | | | | | | 3.59 | SA |

Scale: 4.20-5.00 (Agree/A), 3.40-4.19 (Slightly Agree/SA), 2.60-3.39 (Neutral/N), 1.80-2.59 (Slightly Disagree/SD), 1.00-1.79 (Disagree/D)

Table 2 shows the Weighted Mean values of the factors affecting the Grade 12 students' career preference. As shown in the table, the students are "Slightly Agree" with the "Importance of Lifestyle" (WX=3.74) which is the first consideration of students in choosing a career, followed by the "Importance of Economy and Status" (WX=3.67) then by the "Importance of Social Responsibility" (WX=3.58) and "Importance of Effort" (WX=3.47); When the least career preference factor that affects Grade 12 students in choosing a career is considered, "Importance of Hospital Related Activities" got the least Weighted Mean value with a mean value of 3.36 with a verbal description of "Neutral".

As presented below, the results of the Career Preference Factor Scale showed that most of Grade 12 students considered the "Importance of Lifestyle" (WX=3.73). The item a large proportion of students most preferred under this category is item 5, "I want to be able to spend sufficient time with my family" with WX=3.94. This

implies that Grade 12 students consider family in choosing their future career.

Similarly, the least preferred by Grade 12 students is the “Importance of Hospital Related Activities” (WX=3.36) with a verbal description of “Neutral.” As depicted in the table, the item that a large proportion of Grade 12 students responded “Neutral” is item 14, “My chosen career will allow me to focus on in-hospital care” with WX=3.28. This implies the medical-related career opportunities have less influence on career decision of Grade 12 students.

In support, Thiesse (2012) stated that many factors that affect students’ career decision such as family, passion, salary, and past experiences. Another thing that plays a big role in a student’s decision of what field to study is the people or role models in his or her life which include a parent, teacher, or a recent employer.

The results of the study are with the agreement with the findings of Fizer (2013) who conducted a study on factors affecting career choices of 128 students from 17-19 years old at the University of Tennessee at Martin. His study showed that students are most influenced by family when choosing a course; 22% chose family as the most important factor influencing their choices.

The findings of this study are also with the agreement to the statements of Shumba and Naong (2012) who found out that the family is a significant factor in determining children’s career choice, the ability of the learner self to identify his preferred career choice, and teachers influence career; Rababah (2016) who stated that family members and peers have an influence in the students’ choice; and Khoo, Ban, Neng, Hooi and Joan (2015) who showed that college students and non-college students who were involved in this study agreed that parents are the most influential or important person when choosing their choice of college or university and course of study.

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

Identically, Dagang and de Mesa (2017) identified the results which point to the strong influence of parents on their children choice of tertiary school. It is deeply rooted in the consciousness of the Filipino people the respect for elders, hence the strong influence of parents on children decision, and Ibrahim (2017) also revealed that family members have the highest contributions in influencing students to the profession of medical laboratory science due to the fact that family is usually who provided financial supports to them. Eremie and Okwulehie (2018) indicated that factors that family, socioeconomic status and peer groups have significant influence of the students’ choice of career.

Generally, this study showed that family is the most significant factor that influence the senior high school students in making decision about their career. Personal needs such as income and social were also considered important by the participants in choosing a vocational course. Hospital related course and other activities are poor determinants in making career reference among senior high school students.

Table 2 Job Choice Factors of Grade 12 Respondents under STEM Education

| Importance of Lifestyle | 1 (%) | 2 (%) | 3 (%) | 4 (%) | 5 (%) | WX | VD |
|----------------------------------------------------------------------------------------------------------------------|-----------|------------|-------------|-------------|-------------|------|----|
| 1. I don't like dealing with uncertainty in my work and my career choice will reduce my discomfort with uncertainty. | 42 (2.76) | 105 (6.91) | 791 (52.07) | 421 (27.72) | 160 (10.53) | 3.36 | N |
| 2. My chosen career will provide me flexibility regarding place of work, duration of time and schedule. | 25 (1.65) | 59 (3.88) | 454 (29.89) | 573 (37.72) | 408 (26.86) | 3.84 | SA |

| | | | | | | | |
|---------------------------------------------------------------|-----------|------------|-------------|-------------|-------------|------|----|
| 3. My chosen career will have an acceptable on-call schedule. | 9 (0.59) | 120 (7.90) | 475 (31.27) | 555 (36.54) | 360 (23.70) | 3.75 | SA |
| 4. My chosen career will have acceptable hours of practice. | 14 (0.92) | 86 (5.66) | 413 (27.19) | 694 (45.69) | 312 (20.54) | 3.79 | SA |
| 5. I want to be able to spend sufficient time with my family. | 39 (2.57) | 65 (4.28) | 395 (26.00) | 457 (30.09) | 558 (36.73) | 3.94 | SA |

Section **3.74 SA**

Importance of Social Responsibility

| | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|-------------|-------------|-------------|------|----|
| 6. My chosen career will allow me to focus on clients at any level. | 82 (5.40) | 159 (10.47) | 462 (30.41) | 508 (33.44) | 308 (20.28) | 3.53 | SA |
| 7. As well as the long-term relationship with the client is important to me. My chosen career will allow me to develop this relationship. | 46 (3.03) | 134 (8.82) | 475 (31.27) | 559 (36.80) | 305 (20.08) | 3.62 | SA |
| 8. My social commitment to society has lead me to my chosen career. | 36 (2.37) | 128 (8.43) | 490 (32.26) | 557 (36.67) | 307 (20.21) | 3.64 | SA |
| 9. I have an interest in promoting health and my chosen career will allow me to do this. | 70 (4.61) | 178 (11.72) | 513 (33.77) | 383 (25.21) | 375 (24.69) | 3.54 | SA |

Section **3.58 SA**

Importance of Economy and Status

| | | | | | | | |
|------------------------------------------------------------------------------------------------------------------|-----------|------------|-------------|-------------|-------------|------|----|
| 10. My chosen career will have a high income potential and this is important to me irrespective of my liability. | 21 (1.38) | 95 (6.25) | 512 (33.71) | 518 (34.19) | 373 (24.56) | 3.74 | SA |
| 11. My chosen career will provide adequate income to meet up my liability. | 16 (1.05) | 78 (5.13) | 448 (29.49) | 598 (39.37) | 379 (24.95) | 3.82 | SA |
| 12. My chosen career will provide me with high status among my future colleagues. | 35 (2.30) | 142 (9.35) | 518 (34.10) | 610 (40.16) | 214 (14.09) | 3.54 | SA |
| 13. My chosen career will have a more stable/secure future than other career choices. | 27 (1.78) | 140 (9.22) | 554 (36.47) | 510 (33.57) | 288 (18.96) | 3.59 | SA |

Section **3.67 SA**

Importance of Hospital Related Activities

| | | | | | | | |
|------------------------------------------------------------------|------------|-------------|-------------|-------------|-------------|------|----|
| 14. My chosen career will allow me to focus on in-hospital care. | 140 (9.22) | 286 (18.83) | 469 (30.88) | 400 (26.33) | 224 (14.75) | 3.19 | N |
| 15. My chosen career will allow me to focus on urgent care. | 86 (5.66) | 207 (13.63) | 562 (37.00) | 376 (24.75) | 288 (18.96) | 3.38 | N |
| 16. I prefer to see the | 50 (3.29) | 162 | 565 | 455 | 287 | 3.50 | SA |

immediate results of my treatment and my chosen career will help me to experience this. (10.66) (37.20) (29.95) (18.89)

| Section | | | | | | 3.36 | N |
|--------------------------------------------------------------------------------------------------|-----------|-------------|-------------|-------------|-------------|-------------|-----------|
| Importance of Effort | | | | | | | |
| 17. An expected ease promotion in future job led me to my current career choice. | 18 (1.18) | 161 (10.60) | 564 (37.13) | 515 (33.90) | 261 (17.18) | 3.55 | SA |
| 18. I prefer to avoid the struggles for post graduation that led me to my current career choice. | 59 (3.88) | 194 (12.77) | 555 (36.54) | 523 (34.43) | 188 (12.38) | 3.39 | N |
| 19. An expected less competition in future practice led me to my current career choice. | 62 (4.08) | 170 (11.19) | 531 (34.96) | 492 (32.39) | 264 (17.38) | 3.48 | SA |
| Section | | | | | | 3.47 | SA |
| Overall | | | | | | 3.56 | SA |

Scale: 4.20-5.00 (Agree/A), 3.40-4.19 (Slightly Agree/SA), 2.60-3.39 (Neutral/N), 1.80-2.59 (Slightly Disagree/SD), 1.00-1.79 (Disagree/D)

The Relationship between Demographic Profile and Job Choice Factors of Senior High School Students

The results showed that there is a statistically significant relationship between demographic profile residence; educational attainment of parents; income; number of siblings, and overall job choice factors. However, sex; type of school; birth order is not predictive of overall job choice factors.

Table 10 Relationship between Demographic Profile and Job Choice Factors

| Variables | Correlation Coefficient | P value |
|--------------------------------------------------------------------------|-------------------------|---------|
| Sex and Importance of Lifestyle | rpb = 0.01 | 0.62 |
| Sex and Importance of Social Responsibility | rpb = 0.11 | 0.00* |
| Sex and Importance of Economy and Status | rpb = 0.03 | 0.13 |
| Sex and Importance of Hospital Directed Activities | rpb = 0.05 | 0.01* |
| Sex and Importance of Effort | rpb = 0.08 | 0.00* |
| Sex and Overall Career Preference Factors | rpb = 0.02 | 0.25 |
| Residence and Importance of Lifestyle | $\chi^2 = 18.59$ | 0.01* |
| Residence and Importance of Social Responsibilities | $\chi^2 = 52.54$ | 0.00* |
| Residence and Importance of Economy and Status | $\chi^2 = 15.84$ | 0.02* |
| Residence and Hospital Related Activities | $\chi^2 = 32.50$ | 0.00* |
| Residence and Importance of Effort | $\chi^2 = 48.16$ | 0.00* |
| Residence and Career Preference Factors | $\chi^2 = 34.56$ | 0.00* |
| School and Importance of Lifestyle | rpb = 0.01 | 0.51 |
| School and Importance of Social Responsibilities | rpb = 0.02 | 0.25 |
| School and Importance of Economy and Status | rpb = 0.05 | 0.00* |
| School and Importance of Hospital Directed Activities | rpb = 0.02 | 0.18 |
| School and Importance of Effort | rpb = 0.05 | 0.01* |
| School and Career Preference Factors | rpb = 0.03 | 0.09 |
| Educational Attainment of Mother and Importance of Lifestyle | $\chi^2 = 82.01$ | 0.00* |
| Educational Attainment of Mother and Importance of Social Responsibility | $\chi^2 = 33.07$ | 0.00* |
| Educational Attainment of Mother and Importance of Economy and Status | $\chi^2 = 15.04$ | 0.09 |

| | | |
|---------------------------------------------------------------------------------|------------------|-------|
| Educational Attainment of Mother and Importance of Hospital Directed Activities | $\chi^2 = 74.88$ | 0.00* |
| Educational Attainment of Mother and Importance of Effort | $\chi^2 = 39.15$ | 0.00* |
| Educational Attainment of Mother and Overall Career Preference Factors | $\chi^2 = 19.83$ | 0.02* |
| Educational Attainment of Father and Importance of Lifestyle | $\chi^2 = 51.52$ | 0.00* |
| Educational Attainment of Father and Importance of Social Responsibility | $\chi^2 = 51.31$ | 0.00* |
| Educational Attainment of Father and Importance of Economy and Status | $\chi^2 = 20.74$ | 0.01* |
| Educational Attainment of Father and Importance of Hospital Directed Activities | $\chi^2 = 46.36$ | 0.00* |
| Educational Attainment of Father and Importance of Effort | $\chi^2 = 64.29$ | 0.00* |
| Educational Attainment of Father and Overall Career Preference Factors | $\chi^2 = 28.61$ | 0.00* |
| Income and Importance of Lifestyle | $\chi^2 = 29.30$ | 0.00* |
| Income and Importance of Social Responsibility | $\chi^2 = 42.75$ | 0.00* |
| Income and Importance of Economy and Status | $\chi^2 = 56.00$ | 0.00* |
| Income and Importance of Hospital Directed Activities | $\chi^2 = 84.98$ | 0.00* |
| Income and Importance of Effort | $\chi^2 = 11.55$ | 0.17 |
| Income and Overall Career Preference Factors | $\chi^2 = 51.10$ | 0.00* |
| No. of Siblings and Importance of Lifestyle | $\chi^2 = 55.29$ | 0.00* |
| No. of Siblings and Importance of Social Responsibility | $\chi^2 = 21.23$ | 0.01* |
| No. of Siblings and Importance of Economy and Status | $\chi^2 = 27.07$ | 0.00* |
| No. of Siblings and Imp of Hospital Directed Activities | $\chi^2 = 33.25$ | 0.00* |
| No. of Siblings and Importance of Effort | $\chi^2 = 24.40$ | 0.00* |
| No. of Siblings and Overall Career Preference Factors | $\chi^2 = 15.59$ | 0.02* |
| Birth Order and Importance of Lifestyle | rs = -0.03 | 0.12 |
| Birth Order and Importance of Social Responsibility | rs = 0.00 | 0.97 |
| Birth Order and Importance of Economy and Status | rs = -0.04 | 0.04* |
| Birth Order and Importance of Hospital Directed Activities | rs = -0.02 | 0.25 |
| Birth Order and Importance of Effort | rs = 0.00 | 0.92 |
| Birth Order and Overall Career Preference Factors | rs = -0.01 | 0.26 |

*Sig p<0.05

Difference in the Job Choice Factors between Grades 11 and 12

The Mann-Whitney U test results for comparing the job choice factors of Grade 11 and 12 (Table 15) reflected that the scores of Grades 12 students in importance of lifestyle: $U = 1294144.5$; $Z = -1.08$; $p = 0.28$; and importance of effort: $U = 1281783.5$; $Z = -0.61$, $p = 0.54$, were found to be not significantly higher ($p > 0.05$) than of Grade 11 students.

However, though scores of Grade 11 students are somewhat higher in terms of importance of social responsibilities: $U = 1234567$; $Z = 1.23$; $p = 0.22$; importance of economy and status: $U = 1227567$; $Z = 1.49$, $p = 0.14$; importance of hospital directed activities; $U = 1249798$; $Z = 0.63$, $p = 0.53$; and overall career preference factors: $U = 1245288.5$; $Z = 0.80$, $p = 0.42$, no statistically significant differences were observed.

Table 16 Difference in the Job Choice Factors between Grades 11 and 12

| Importance of Lifestyle | | U | Z | P |
|-----------------------------------------|----------|-----------|-------|------|
| Mean Ranks for | | | | |
| Grade 11 | Grade 12 | | | |
| 1576.7 | 1612 | 1294144.5 | -1.08 | 0.28 |
| Importance of Social Responsibilities | | | | |
| Mean Ranks for | | | | |
| Grade 11 | Grade 12 | | | |
| 1612.6 | 1572.5 | 1234567 | 1.23 | 0.22 |
| Importance of Economy and Social Status | | | | |
| Mean Ranks for | | | | |
| Grade 11 | Grade 12 | | | |

| | | | | |
|--------------------------------------------|----------|-----------|-------|------|
| 1616.6 | 1568.1 | 1227567 | 1.49 | 0.14 |
| Importance of Hospital Directed Activities | | | | |
| Mean Ranks for | | | | |
| Grade 11 | Grade 12 | | | |
| 1603.3 | 1582.8 | 1249798 | 0.63 | 0.53 |
| Importance of Effort | | | | |
| Mean Ranks for | | | | |
| Grade 11 | Grade 12 | | | |
| 1584.1 | 1603.8 | 1281783.5 | -0.61 | 0.54 |
| Overall Career Preference Factors | | | | |
| Mean Ranks for | | | | |
| Grade 11 | Grade 12 | | | |
| 1606 | 1579.8 | 1245288.5 | 0.80 | 0.42 |

CONCLUSIONS

Grade 11 and Grade 12 consider family and income and social status important in career decision making of senior high school students. However, they consider medical-related course fairly important. Sex; type of school; and birth order do not play a significant role in a student's career choice. Grade 12 students are influenced by family, and effort for promotion and achievement when it comes to career decision making, while Grade 11 students consider social status, salary and prestige, and hospital directed activities in their career choices.

RECOMMENDATIONS

Teachers must provide classroom exercise and workshops that would help Grade 11 and Grade 12 students make sound decisions in choosing their career.

Parents should create a friendly environment at home, show support to career decision making of their children, and the careful deal with issues regarding career preferences would contribute a lot in their decision making.

There is a need for a convergence among stakeholders especially in the conduct of career advocacy to students of both public and private secondary schools and they must align their plans and programs to attain the goal of effective career advocacy. There is an urgent need for school administrators in all public and private high schools to impose direct influence in promotion of Guidance and Counseling services in schools to empower heads of guidance services and show strong support in providing basic counseling facilities, advocacy, and publicity of the services.

The new proposition on Bekers' Symbolic Interactionism or Social Interaction Theory must be institutionalized and its concepts must be adopted in any possible enhancement or future development of career guidance programs for senior high school students in the province of Iloilo. Based on the perspectives of the students, this study pointed out that the Bekers' Symbolic Interactionism or Social Interaction Theory on individual's construction of realities and perspectives is influenced by sociological stereotyping and normative social influence. The combination of the two ideas is being attributed as ways in which different socializing experiences affect an individual's life cycle which include his personality, self-concept, ability, and preferences.

The new proposition: The results of the study challenged the theory of Becker (2008) on his proposition: "...People are constructors of their own actions and meanings. Individuals construct their own social realities and perspectives of their world using responses from the environment and different sociocultural relationships with which they interact. Symbolic interactionism provides opportunities for analyzing ways in which different socializing experiences affect an individual's life cycle..." The argument focused on analyzing ways on which different socializing experiences affect an individual's life cycle as pointed out by Becker in his proposition. This new proposition: "Stereotyping on areas such as social status, gender differences, parent role and sibling ranks is a stimulus of normative social influence. The adopted pattern of thoughts based on past experiences directs people to behave consistently with group norms. Based on the perspectives of the students, this study pointed out that the Beker's Labelling Theory on individual's construction of realities and perspectives is influenced by sociological stereotyping and normative social influence. The combination of the two ideas is being attributed as ways in which different socializing experiences affect an individual's life cycle

which include his personality, self-concept, ability, and preferences.”

A thorough research that would help high school students discover their strengths and guide them in making informed decisions on career choice must be further conducted. Since only a few variables were considered in this study, it is suggested that in the replication of this study, other variables such as academic tracks and strands should be explored.

LITERATURE CITED

1. Al-Rfou, A. (2013). Factors that Influence the Choice of Business major Evidence from Jordan. IOSR Journal of Business and Management, 8(2), 104-108. Retrieved from <http://www.iosrjournals.org>
2. Becker, H. S. (2008). Outsiders: estudos de sociologia do desvio. Rio de Janeiro: Zahar.
3. Blumer, H. & Kuhn, M. (1991). Symbolic Interactionism. In: Turner JH. The structure of sociological theory. 5th Ed. Belmont: Wadsworth.
4. Cherry, K. (2018) “Self-Efficacy: Why Believing in Yourself Matters.” Very well Mind, very well mind, Retrieved from; www.verywellmind.com/what-is-self-efficacy-2795954.
5. Dagang, A.L. & de Mesa, C.D. (2017). Factors Influencing Choice of a Business School in a City of Southern Philippines. Research Journal of Social Sciences, 10(2), 1-7. Retrieved from <http://www.aensiweb.com/RJSS/>
6. Eremie, M. & Okwulehie, C. (2018). Factors Affecting Career Choice among Senior Secondary School Students in Obio/Akpor Local Government Area of Rivers State (Implication to Counselling). International Journal of Innovative Education Research 6(2):27-39, ISSN: 2354-2942. Retrieved March 10, 2019, from <http://seahipaj.org/journals-ci/june-2018/IJIER/full/IJIER-J-5-2018.pdf>
7. Fizer, D. (2013). Factors Affecting Career Choices of College Students Enrolled in Agriculture. Retrieved April 28, 2021 from https://www.utm.edu/departments/msanr/_pdfs/Fizer_Research_Project_Final.pdf
8. Gaumer Erickson, A.S. & Noonan, P.M. (2018). Self-efficacy formative questionnaire. In The skills that matter: Teaching interpersonal and intrapersonal competencies in any classroom (pp. 175-176). Thousand Oaks, CA: Corwin.
9. Goldberg, L. R (1992). The development of markers for the Big-Five factors structures psychological assessment. Retrieved March 10, 2019 from <http://dx.doi.org/10.1037/1040-3590.4.1.26>
10. Ibrahim, K.K, Umar, A., Mohammed, K. & Garba, A. et al. (2017). Factors Influencing Students Choice for Medical Laboratory Science as a Profession: A case of Students at Usmanu Danfodiyo University (Udu), Sokoto, North-Western Nigeria. Asian
11. Kaneez, B.-S. & Medha, K. (2018). Factors Influencing Grade 10 Students' Career Choice in Mauritius. International Journal of Academic Research in Progressive Education and Development, 7(2), 30-44. DOI:10.6007/IJARPED/v7-i2/4081
12. Leppel, K., Williams, M.L. & Waldauer, C. (2001). The Impact of Parental Occupation and Socioeconomic Status on Choice of College Major. Journal of Family and Economic issues, 22(4), 373-374.
13. Moneva, J.C., Malbas, M.H. (2019). Preferences in Senior High School Tracks of the Grade 10 Students. IRA International Journal of Education and Multidisciplinary Studies (ISSN 2455-2526), 15(5), 167-174. doi: <http://dx.doi.org/10.21013/jems.v15.n5.p2>
14. Olamide, S. O. & Olawaiye, S. O (2013). Factors Determining the Choice of Career Among Secondary School Students. The International Journal of Engineering and Science (IJES) Volume 2. Issue 6. Pp 33-44. ISSN(e): 2319 – 1813 ISSN (p): 2319 – 1805. Retrieved March 10, 2019, from <http://theijes.com/papers/v2-i6/Part.2/E0262033044.pdf>
15. Rababah, A. (2016). Factors Influencing the Students' Choice of Accounting as a Major: The case of X University in United Arab Emirates. International Business Research, 9(10), 25-32. DOI:10.5539/ibr.v9n10p25
16. Shumba, A. & Naong, M. (2012). Factors Influencing Students' Career Choice and Aspirations in South Africa. Central University of Technology, Free State, 169-178. Retrieved from <http://www.ashumba@cut.ac.za&almondshumba@yahoo.com>
17. Song, Z., & Chon, K. (2012). General self-efficacy's effect on career choice goals via vocational interests and person–job fit: A mediation model. International Journal of Hospitality Management, 31(3), 798–808. doi: 10.1016/j.ijhm.2011.09.016
18. Theresa, L. D. (2015). Factors that Inform Students' Choice of Study and Career Journal of Education and

- Practice. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.6, No.27, 2015.
19. Thiesse, K. 2012. Career opportunities in agriculture. *Corn and Soybean Digest*.
 20. Tus, J. (2019). The impact of the personality traits on the academic achievement of the senior high school students. *Journal of Global Research in Education and Social Science*, 13(6), 208-212. Retrieved from <https://www.ikprpress.org/index.php/JOGRESS/article/view/4793>
 21. Ullah, M.A, Barman, A., Ja'afar, R. & Yussoff, M. S. B. (2013). The Career Preference Factors Scale (CPFS): Development and Psychometric. Retrieved March 10, 2019, from https://www.researchgate.net/profile/Muhamad_Saiful_Bahri_Yusoff/publication/236278100_The_Career_Preference_Factors_Scale_CPFS_Development_and_Psychometric_Properties/links/00b7d5178c0d77026e000000/The-Career-Preference-Factors-Scale-CPFS-Development-and-Psychometric-Properties.pdf
 22. Umar, I. (2014). Factors Influencing Students' Career Choice in Accounting: The Case of Yobe State University. *Research Journal of Finance and Accounting*, 5(17), 59-62. Retrieved from <http://www.iiste.org>
 23. Vennela, G. (2017). A Study on Career Preferences of Undergraduate Students of RVSKVV, Gwalior (Madhya Pradesh). A Master's Thesis. Retrieved March 10, 2019, from <http://krishikosh.egranth.ac.in/bitstream/1/5810031019/1/A%20Study%20on%20Career%20Preferences%20of%20Undergraduate%20Students%20of%20RVSKVV%2C%20Gwalior%20%20%28Madhya%20Pradesh.pdf>