

for instructive headway and viable business. The K-12 program added two more scholastic schools a very long time to the then-existing 10-year pre-college configuration of auxiliary training organizations. The K-12 program expects to outfit understudies with the genuinely necessary abilities to pick up work even without higher education. There are four potential tracks to browse: Academic, Sports, Arts and Design, and Technical-Vocational-Livelihood tracks. Four unique strands fall under the Academic track:

Accounting, Business, and Management (ABM) strand, Science, Technology, Engineering and Mathematics (STEM) strand, Humanities and Social Sciences (HUMSS) strand, and the General Academics strand. Most are at a secondary school level regarding the family's educational background, indistinguishable from 40.50 percent. It surmises that a huge bit of the respondents people were secondary school graduates.

TABLE II LEVEL OF PERCEPTION ON THE FACTORS AFFECTING CAREER CHOICE AS REVEALED BY THE RESPONDENTS

Factors Affecting Career Choice	Mean	Interpretation	Rank
Personal Factor			
The course preference suits personal talent.	2.62	Agree	1
Considers the course that has a higher salary in the future.	2.51	Agree	2
Course preference depends on personal mental capacity.	2.51	Agree	2
The course preference is a "childhood dream."	2.22	Disagree	3
Course preference depends on the individual's available time.	2.06	Disagree	4
Aggregate Mean	2.38	Agree	
Peer Factor			
A friend's choice of school affects career choice.	2.62	Agree	1
Prefer a course where a friend is studying.	2.62	Agree	1
Considers the course that can easily be accomplished.	2.26	Disagree	2
Friend's preference for a career effect's individuals career choice.	2.21	Disagree	3
Considers the rumors of the course, that sounds good.	2.19	Disagree	4
Aggregate Mean	2.38	Agree	
Family Factor			
Considers the courses that are not yet taken by a family member.	2.32	Disagree	1
Family structure affects career choice.	2.32	Disagree	1
Considers the dominant profession in the family in choosing a career.	2.23	Disagree	2
Parents choose individuals' careers.	2.01	Disagree	3
Considers the financial status of the family.	1.97	Disagree	4
Aggregate Mean	2.17	Disagree	
School Factor			
Considers the reputation of the school.	2.56	Agree	1
Considers the school uniform in choosing the course.	2.37	Agree	2
Considers the schools' tuition fee in a career choice.	2.37	Agree	2
Considers the school prestige	2.29	Disagree	3
Considers the distance of the school.	2.29	Disagree	3
Aggregate Mean	2.37	Agree	

Table II shows the degree of the impression of the variables influencing professional choices seen by the respondents. As for personal factors, the indicator which courses preference suits to students' talent got the highest mean of 2.62 and interpreted as *Agree*. This means that students' talent and skill are a vital personal factor that affects career choice. The indicator that considers course preference depends on the available time got the lowest mean of 2.06 and interpreted as *Disagree*. It infers that the availability of

time does not contribute as a personal factor affecting their career choice. According to Twumasi *et al.*, (2018), great professional arranging prompts life satisfaction featuring individual interest as the main consideration. It impacts vocation decisions in individualistic settings delivering the adolescent more autonomous in their professional decision-making. Concerning peer factor, an indicator which friends' choice of school affects career choice got the highest mean of 2.62 and interpreted as *Agree*. It implies that friends'

choice of school as a peer factor directly affects students' career choice. On the other hand, the indicator which considers rumors of the course that sounds good to the respondent got the lowest mean of 2.19 and interpreted as *Disagree*. It implies that a rumor about a certain course does not contribute as a peer factor in the respondents' career choice.

According to Naz *et al.*, (2014), peer influence is an asset for developing career opportunities and youth decision-making. Peer and friends overwhelm in informed decisions and vocation emotional cycle. Moreover, peers and friends have a positive role in selecting subjects, selecting a class, selecting a laboratory, library, books, and facilitation in homework and co-curricular activities.

The statistics regarding career decision-making show that peer and friends help in career decision-making, professional career, helping in selecting a job, helping in employment opportunities, and earning tendencies are mostly influenced by peer and friends.

Concerning the family factor, an indicator that considers courses that are not yet taken by the family got the highest mean of 2.32 and interpreted as *Disagree*. It implies that this indicator does not affect the career choice of the students. On the other hand, the indicator that considers the family's financial status got the lowest mean of 1.97 and interpreted as *Disagree*. It means that family financial status does not contribute to the perception of students' career choice. Family factor among the respondents does not contribute and affects their choice in their career path, revealing that family structure and financial status are not hindrances to success.

A few people say they thought poverty is not an obstacle to progress. It is a fantasy. Like this, they prefer to reprimand the possibility that difficult work, positive reasoning will empower one to conquer destitution. Poverty is a type of achievement. Effective at being neediness bound is the reason such countless individuals are fruitful. There is no limit to progress since we are altogether effective at what we do. They did not grow up favored, neither did they go to great schools, and regardless, they did not have exceptional associations, yet they got fruitful.

In any case, what they share is their devotion and hard work (Karikari, 2015). Concerning the school factor, the indicator which considers the school reputation got the highest mean of 2.56 and interpreted as *Agree*. It implies that the school reputation as a school factor directly affects the students' career choice. On the other hand, indicator which considers the distance of the school got the lowest mean of 2.29 and interpreted as *Disagree*. It means that the school distance as school factor does not affect the students' career choice.

The decision of a course and which school to enter school is one of the significant choices looked at by the graduating

understudies, which is a significant component of their learning cycle. The course and school selection decision will most likely define their future success (Dayao & Almario, 2017).

TABLE III LEVEL OF ASSESSMENT ON THE PREFERRED COURSES AS REVEALED BY THE RESPONDENTS

Course Preferences	Mean	Rank
BSED ENGL	2.36	1
BSA	2.27	2
BSN	2.15	3
BSEE	2.14	4
BSIE	2.11	5
HRDM	2.09	6
BSHRM	2.09	6
CRIM	2.08	7
BSED FIL	1.89	8
MM	1.88	9
BSCA	1.88	9
BEED	1.85	10
BSMT	1.84	11
IS	1.82	12
FM	1.80	13
CS	1.80	13
BSECE	1.75	14
BSED MATH	1.75	14
CE	1.64	15

Table III shows the degree of perception assessment on the preferred courses as revealed by the respondents. The data revealed that the respondents' three most preferred courses are BSED English, Accountancy, and Nursing courses. It implies that most students are inclined to pursue the courses mentioned on their baccalaureate degree in College. It means also that not all courses pertaining to the Business and Accountancy are most likely preferred by the students' in the senior high school department.

According to Dayao & Almario (2017), the provision of a more intensive internal marketing program is suggested in determining which program or service is made available to senior high students singly or in a combination that could be determinants of their retention. Further, importance in the Later Goals and Institutional Commitment, it did not ensure understudy maintenance.

The factor that resounds behind might be the accessibility of alternatives that the understudies can continue after their senior secondary school (Dalangin, 2018).

TABLE IV RELATIONSHIP BETWEEN THE RESPONDENTS' PROFILE AND THE FACTORS AFFECTING CAREER CHOICE ($\alpha = 0.05$)

Variables	Computed Chi-Square	df	Critical Value	Significance	Result
Gender & factors on career choice	4.099 ^a	6	12.592	Not Significant	Accept Ho
Academic Track & factors on career choice	33.546 ^a	18	28.869	Significant	Reject Ho
Educational Attainment & factors on career choice	33.277 ^a	24	36.415	Not Significant	Accept Ho

Table IV shows the relationship between the respondent's profile and the factors affecting their career choice. The data revealed a statistically significant relationship between academic track and students' career choice (p -value $<.05$). However, gender and family educational attainment does not statistically relate to the factors affecting students' career choice. As indicated by the Asian Development Bank & Deped (2019), the K to 12 Basic Education Program's utilization in the Philippines fuses introducing senior

Auxiliary school (SHS), or grades 11 and 12, the last two years in a new 6-year optional training framework. While previous curricula focused mainly on postsecondary education readiness, the SHS curriculum aims to prepare students for further education or employment. Additionally, to give adequate opportunity to the authority of ideas and abilities, create deep-rooted students, and plan graduates for tertiary schooling, center level aptitudes improvement, work, and business venture.

TABLE V RELATIONSHIP BETWEEN THE RESPONDENTS PREFERRED COURSES AND THE FACTORS AFFECTING CAREER CHOICE ($\alpha = 0.05$)

Variables	Computed Chi-Square	df	Critical Value	Significance	Result
Personal Factor & Course Preference	385.976 ^a	54	72.153	Significant	Reject Ho
Peer Factor & Course Preference	70.786 ^a	60	79.082	Not Significant	Accept Ho
Family Factor & Course Preference	65.654 ^a	60	79.082	Not Significant	Accept Ho
School Factor & Course Preference	69.551 ^a	54	72.153	Significant	Reject Ho

Table V shows the relationship between the respondent's preferred courses and the factors affecting their career choice. The data revealed a statistically significant relationship between personal factors, school factors, and the respondents' course (p -value $<.05$). It implies that both personal and school factors have a direct effect on the decision making made by the students' relating to their career choice. However, peer factors and family factors do not significantly relate to the course preferred by the students. Students' career decision-making is most profoundly influenced by close to home elements, bunch factors, vocation investigation factors, and school factors. Also, the usage of instruction projects is essentially centered around understudies' requirements for professional advancement. Regarding understudies, schools are the key factor influencing understudies' vocation dynamic since school training can help understudies complete the profession investigation, the inspiration of searching for occupations, and the impression of their professional objectives (Su *et al.*, 2016).

VI. RECOMMENDATIONS

Given the discoveries of the examination, the researchers proposed an Intervention Scheme on the period of a Business and Accountancy Campaign Plan which decides the mission systems and materials that ought to be utilized to support the number of enrolees in the CBA, specifically to those Business Administration Majors which got the most minimal positions. To limit or recognize professional

decision issues, it is important to help the understudies get rational decision-making. The Business and Accountancy Department must conduct an extensive campaign program to attract more students to enroll. It is essential to have it so understudies would be completely mindful of the various majors that the office has and how it can help them on the accessibility of future positions and the openness of these positions in our nation.

The mindfulness also regards remuneration and advantages. The CBA should conduct a career Orientation Program for those graduating Senior High School students. This seminar should have enough time to finalize their choice and avoid costly shifting to another course, and students will not be disoriented in the new environment.

Production of a Social Media source or a page wherein understudies and non-understudies of UCLM can peruse and check the various majors advertised. The activities are done by the department throughout the school year to attract more enrolees and will serve as a Marketing tool as well.

A brochure and fliers should also be created containing the department's different achievements, equipment, facilities, and faculty members. The college and its organizations ought to liberally uphold the Department in executing the said Campaign Plan. Future specialists are enthusiastically prescribed too to affirm the noteworthiness of this investigation additionally.

VII. CONCLUSION

Marketing campaigns helps create a strong brand identity and voice. They maintain consistency among advertisements, promoting a unified brand message across all platforms. The study revealed that personal factors, peer factors, and school factors are the most common perception in students' career decision making. However, family factors highlighting financial and structure concerning its negativity of thought do not influence students' career choice. Thereby empowering, is not always a hindrance to success, and considering that if there is a will, there is always a way. The study also revealed that BSED in English, Accountancy, and Nursing is the most preferred senior high courses. Furthermore, a statistically significant relationship between academic track and students' perception of the factors that affect career choice was also uncovered. Lastly, there is also a statistically significant relationship on the personal factors, school factors on the most preferred courses of the respondents. The study concluded that senior high school students' must be guided to achieve a good decision pursuing courses offered by the Business and Accountancy department. A campaign program is inevitable to realize the set objectives higher and to prepare for future student encounters.

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