

Determinants of Strand Selection among Senior High School Students

Sherry Lyn S. Dulalas

Administrative Officer II, Department of Education - City Division of Tagbilaran, Bohol, Philippines

Publication history: Received: April 27, 2026; Revised: May 6, 2026; Accepted: May 8, 2026

Email of Corresponding Author: shedulalas09@gmail.com

Abstract

This study examined the factors influencing Senior High School (SHS) strand selection among students in the District of Daus and aimed to inform the development of a career guidance program that supports informed decision-making and alignment with long-term career goals. Grounded in Gottfredson's theory of circumscription and compromise, Holland's theory of personality-environment fit, and Bronfenbrenner's Ecological Systems Theory, the study conceptualized strand selection as a product of both internal motivations and external environmental influences. An explanatory sequential mixed-method design was employed, involving 150 Grade 11 and 12 students selected through stratified random sampling, followed by qualitative interviews with purposively selected college students. Data were collected using a modified questionnaire and semi-structured interview guide, and analyzed through descriptive and inferential statistics alongside thematic analysis. Findings revealed that personal interest was the most significant determinant of strand selection, while family and school-related factors were moderately influential, and peer influence had minimal impact. No significant relationship was found between demographic variables and personal or school-related influences, although family and social influences showed selective associations with gender, grade level, and strand. Qualitative results highlighted challenges such as strand-course misalignment, financial constraints, parental guidance, limited strand availability, and adjustment difficulties in higher education. The study concludes that strand selection is primarily driven by intrinsic motivation, supported by external contextual factors. It recommends the implementation of comprehensive career guidance programs emphasizing self-awareness, family involvement, and institutional support. This study aligns with Sustainable Development Goal (SDG) 4 on Quality Education and SDG 8 on Decent Work and Economic Growth by promoting informed educational choices and improved alignment between education and employment pathways. Its sustainability impact lies in strengthening educational and institutional systems, reducing skills mismatch, and enhancing workforce readiness and socio-economic development.

Keywords: Career Guidance, Family Influence, Personal Interest, School-Related Factors, Senior High School Strand Selection, Social Influence

1. Introduction

The Philippine K-12 program restructured secondary education to better prepare students for higher education, employment, and entrepreneurship. A key component is Senior High School (SHS), where students select academic strands that significantly influence their future career paths. However, many students experience difficulty in choosing strands aligned with their interests, abilities, and career goals, resulting in mismatches and underemployment. This study examines the factors influencing SHS strand selection among students and aims to inform the development of a career guidance program that supports informed decision-making and alignment with long-term goals.

1.1 Background of Senior High School Strand Selection among Grade 10-11 Students in Daus

The K-12 Basic Education Program was introduced to develop holistically skilled individuals prepared for work or further education (The K-12 Basic Education Program, 2012). Senior High School provides specialization opportunities across multiple strands, enabling students to align education with interests and community needs (Uy and Martinez, 2019). Despite these opportunities, students often struggle with strand selection due to external influences and limited options. Poor alignment between chosen strands and personal aspirations may result in disengagement and lower academic performance (Galowich and Bers, 2002). In Daus, students have demonstrated confusion in selecting strands, with some pursuing careers or tertiary courses unrelated to their SHS track (Alim, 2024). Given the importance of this decision, the study seeks to identify influencing factors and develop a career guidance program that minimizes mismatches and supports informed career planning.

1.2 Personal, Familial, Social, and School-Related Influences on Strand Selection

Career and strand selection is influenced by a combination of personal, familial, social, and economic factors. Individual characteristics such as interests, personality, self-concept, and self-efficacy play a central role in decision-making (Liaw et al., 2017). Students tend to select strands aligned with their perceived abilities and career aspirations (Juttler et al., 2021).

Family influence is consistently identified as a major determinant. Parental involvement, educational background, and socio-economic status significantly affect strand selection and career aspirations (Kilag et al., 2023; Aguado et al., 2015). Financial constraints also shape decisions, often limiting educational options (Chevalier et al., 2013). Social and environmental factors further contribute to decision-making. Peer influence, societal expectations, gender norms, and perceived career prestige affect students' preferences (Fouad et al., 2016). Additionally, access to information and guidance influences the quality of decisions (Kerka, 2000). Empirical studies highlight mixed findings. Some emphasize the dominance of socio-economic and peer factors (Moneva and Malbas, 2019), while others point to personal interest and financial status as the most significant predictors (Tortor, 2020; Celmar et al., 2024; Sabanal, 2025). These variations indicate the complexity of strand selection as a multidimensional process shaped by interacting influences.

1.3 Policy, Local Context, and Educational Environment of Strand Selection in the Philippines

At the national level, Republic Act No. 10533 institutionalized the K–12 program to enhance students' readiness for employment and higher education. Republic Act 11206 further strengthens career guidance by ensuring students are equipped to make informed decisions and respond to labor market demands. The Department of Education emphasizes accessible and relevant education through initiatives aligned with its 10-point agenda (DepEd, 2021). These efforts support global commitments, particularly in increasing skills development and employability. Locally, challenges persist as students face confusion and misalignment in strand selection, reflecting gaps between policy intentions and actual student experiences (Alim, 2024). Globally, career decision-making is recognized as a complex process influenced by rapid technological changes, globalization, and labor market competition (NCDA, 2003).

1.4 Theoretical Foundations of Strand Selection: Self-Concept, Personality, and Environmental Systems

This study is grounded in three major theories. Gottfredson's theory emphasizes that occupational aspirations are shaped by self-concept, social class, and gender roles (Gottfredson, 1981). Holland's theory posits that individuals choose careers aligned with their personality, with better alignment leading to greater satisfaction (Zunker, 1994 p. 49 as cited in Abernathy, 2003). Bronfenbrenner's Ecological Systems Theory highlights that human development is influenced by multiple environmental systems, including family, school, and society (Bronfenbrenner, 1979). Together, these frameworks explain strand selection as a result of both internal motivations and external environmental influences, providing a comprehensive lens for understanding student decision-making.

1.5 Gaps in Understanding Strand Selection Influences and Need for Career Guidance Intervention

Despite extensive literature on career choice, inconsistencies remain regarding the relative influence of personal, familial, and socio-economic factors. Some studies emphasize parental and peer influence, while others highlight personal interest and financial status as more significant determinants (Tortor, 2020; Moneva and Malbas, 2019; Sabanal, 2025). Additionally, there is limited localized research focusing on the experiences of students in specific communities such as Dausi, particularly regarding strand-career misalignment. Existing policies advocate for career guidance, yet gaps persist in implementation and effectiveness. This study addresses these gaps by examining both influencing factors and student experiences, aiming to develop a context-specific career guidance program that improves alignment between strand selection and career outcomes.

1.6 Alignment of Strand Selection Study with SDG 4 and SDG 8

This study aligns primarily with SDG 4 – Quality Education, which promotes inclusive and equitable education and lifelong learning opportunities. The focus on informed strand selection supports Target 4.1, which aims to increase relevant skills for employment and entrepreneurship (DepEd, 2021). It also relates to SDG 8 – Decent Work and Economic Growth, as improving alignment between education and career pathways contributes to workforce readiness, reduced underemployment, and economic productivity.

1.7 Multidisciplinary Sustainability Contribution of Strand Selection and Career Guidance

The study contributes to educational sustainability by enhancing career guidance systems and improving student decision-making. It supports socio-economic sustainability by promoting better alignment between education and employment, reducing job mismatch and underemployment. It also has implications for community and institutional sustainability, as schools, families, and policymakers can collaborate to provide structured support for students. By addressing psychological, social, and economic dimensions of decision-making, the study fosters a holistic approach to sustainable human development and workforce preparation.

2. Material and methods

2.1 Research Design

The study employed an explanatory sequential mixed method design. Initially, quantitative data were collected through a survey questionnaire to determine the major determinants influencing Senior High School students' strand selection. The

results from this phase informed the subsequent qualitative phase, where semi-structured interviews were conducted to gain deeper insights into students' responses and experiences in choosing their academic strands.

2.2 Locale of the Study

The study was conducted in three high schools in the District of Dausi: Biking Technical Vocational High School, Tabalong National High School, and Dausi National High School. These locations were selected due to observed cases of strand misalignment among graduates in both career paths and tertiary education.

2.3 Respondents of the Study

The respondents included Grade 11 and 12 students enrolled in the selected schools during the School Year 2025–2026. These students were taking various strands such as General Academic Strand (GAS), Shielded Metal Arc Welding (SMAW), Information and Communications Technology (ICT), Beauty Care, Cookery, Garments, and Automotive. Additionally, first- and second-year college students participated in the qualitative phase to provide insights into their experiences in choosing their Senior High School strands.

2.4 Sample and Sampling Procedure

A representative sample of Grade 11 and 12 students was selected using stratified random sampling to ensure proportional representation across grade levels. This method allowed for balanced participation among students from different strands. For the qualitative phase, participants were purposively selected from first- and second-year college students to provide in-depth perspectives and to validate the findings from the quantitative data.

2.5 Research Instrument

The study utilized a modified questionnaire as the primary data collection instrument. The first part gathered demographic information, including age, gender, grade level, parents' educational attainment, parents' occupation, and Senior High School strand. The second part was adapted from Sabanal (2025) and measured the extent of influence on students' strand selection in terms of personal interest, family influence, peer influence, and school-related factors. For the qualitative component, a semi-structured interview guide was used to explore students' experiences and to support the reliability of the quantitative findings. Since the questionnaire was modified, it underwent pilot testing among Grade 11 and 12 students at Lourdes National High School, Panglao, Bohol.

2.6 Data Gathering Procedure

The researcher secured approval by submitting request letters to institutional authorities, including the Dean of the School of Advanced Studies, Campus Director, University President, Schools Division Superintendent, Public Schools District Supervisor, and school principals. Upon approval, data collection was conducted systematically through survey administration and interviews. Quantitative data were collected first and analyzed to identify determinants influencing strand selection. These results guided the qualitative phase, where interviews were conducted to explore themes and patterns that explain students' experiences and support the quantitative findings.

2.7 Data Analysis Techniques

Quantitative data were analyzed using descriptive and inferential statistics. Percentages were used to describe respondents' demographic profiles, while weighted mean determined the extent of influence of various factors on strand selection. The determinants were interpreted using a scale ranging from strongly agree (very influential) to strongly disagree (not influential). Qualitative data were analyzed using thematic analysis, which involved transcription, coding, categorization, theme development, and interpretation. The integration of quantitative and qualitative findings occurred during the interpretation stage, where qualitative results were used to explain and support the quantitative outcomes.

2.8 Ethical Considerations

The study adhered to ethical standards by ensuring voluntary participation and obtaining informed consent from all respondents. Confidentiality and anonymity were maintained, and no personal identifiers were disclosed. Data were securely stored and accessed only by the researcher. Ethical clearance was obtained from the Vice President of Academic and Quality Assurance and the Dean of the School of Advanced Studies at Bohol Island State University, in compliance with the National Ethical Guidelines for Health and Health-Related Research (2017).

3. Results and Discussion

3.1 Determinants of Senior High School Strand Selection

3.1.1 Demographic Profile of Respondents

The findings show that most respondents were aged 16 to 17, with 17-year-olds comprising the largest group, followed by 16-year-olds. Female students constituted the majority, and most respondents were in Grade 11. In terms of strand distribution, the General Academic Strand (GAS) had the highest representation, followed by TVL and HUMSS, while

STEM and ABM had fewer participants, and SMAW had the least representation. These results indicate that strand selection occurs primarily during late adolescence, a stage associated with identity formation and career exploration. Age-related findings support the view that students' preferences evolve with developmental stages (Del Rosario et al., 2024). Gender differences suggest varying motivations and expectations in strand selection (Kilag et al., 2023). The dominance of GAS and TVL aligns with findings that students often prioritize accessibility, practicality, and employability, while lower participation in STEM and ABM may reflect perceived academic difficulty (Calibugar, 2025).

3.1.2 Personal Interest as a Determinant

The results reveal that personal interest obtained the highest overall rating, indicating that it is the most influential factor in strand selection. Students reported that their desires, abilities, and perceived fit with their chosen strand strongly guided their decisions, while freedom of choice, though influential, had comparatively less impact. This finding emphasizes the central role of intrinsic motivation in decision-making. It aligns with Holland's theory, which posits that individuals prefer environments that match their interests and personalities (Holland, 1994). Similarly, Social Cognitive Career Theory highlights the importance of self-efficacy and personal goals (Lent, Brown and Hackett, 1994; Hackett, 2006). Empirical studies further confirm that personal interest and self-awareness are primary drivers of strand choice (Guevarra, 2022; Kilag et al., 2023; Celmar et al., 2024).

3.1.3 Family Influence on Strand Selection

The findings show that family influence was moderately influential, with students acknowledging parental careers and guidance as important considerations. However, direct parental pressure was rated low, indicating that students generally retain autonomy in their decisions. This suggests that family influence functions more as guidance rather than control. The results support Super's Life-Span, Life-Space Theory, which highlights the role of family in shaping career development while allowing individual agency (Super, D. E., 1990). Philippine studies also indicate a shift toward balanced decision-making, where students consider parental advice but prioritize personal goals (Bernardo, 2017; Malipot, 2019). Additionally, family expectations and socioeconomic context influence perceived career options without dictating choices (Eccles, 2009).

3.1.4 Social and Peer Influence

The results indicate that social or peer influence was the least influential factor. While some students shared preferences with peers, they generally resisted adopting decisions solely based on peer choices. This finding highlights students' independence in making academic decisions. It aligns with research showing that peers have limited influence on high-stakes decisions such as career choices (Chen, X., et al 2023; Brown and Larson, 2009). Studies also confirm that personal goals and family expectations outweigh peer influence in strand selection (Del Rosario et al., 2024). Thus, peer influence may contribute to discussion but does not determine final decisions.

3.1.5 School-Related Influence

The results show that school-related factors were influential but secondary to personal interest. Students identified subject interest as the most important school-related factor, while teacher encouragement had less impact. This indicates that institutional factors support but do not dominate decision-making. Social Cognitive Career Theory explains that external factors such as school resources provide support structures, while internal motivations remain primary (Lent, Brown, and Hackett, 1994). Studies also highlight that facilities and curriculum alignment influence strand preference, though they are secondary to intrinsic motivation (Kilag et al., 2023). Career guidance programs are therefore essential in bridging gaps and supporting informed decisions (Calibugar, 2025).

3.2 Relationship Between Demographic Profile and Influencing Factors

The findings show that demographic variables such as age, gender, grade level, and strand had no significant relationship with personal interest and school-related influence. However, family influence was significantly related to gender, grade level, and strand, while social influence was significantly related only to gender. These results suggest that personal interest operates independently of demographic characteristics, reinforcing its role as a universal determinant of strand selection. This aligns with findings that demographic variables do not significantly predict career decisions, which are instead driven by personal aspirations (Nazareno et al., 2021). However, the significant relationship between family influence and certain demographic factors indicates that social context shapes how students interpret family expectations (Calibugar, 2025). Similarly, gender differences in social influence reflect varying responses to societal expectations (Sabanal, 2025). School-related factors, being insignificant across demographics, further confirm that institutional influences are consistent across student groups (Lopez & Javier, 2020).

3.3 Students' Experiences in Strand Selection and Alignment

The results reveal that students experienced a combination of clarity, uncertainty, and emotional challenges in choosing their strands. Many reported alignment between interests and strand choice, while others experienced indecision, stress, and difficulty adjusting to college courses that were not aligned with their SHS strands. External factors such as financial

constraints, parental influence, and limited strand availability also shaped their decisions. These experiences highlight the complexity of strand selection and its long-term implications. Emotional responses such as stress and uncertainty reflect the high-stakes nature of career decisions (Del Rosario et al., 2024). The observed misalignment between SHS strands and college courses supports findings on structural gaps in the K–12 system. Financial and parental influences further demonstrate the role of socio-economic context in shaping educational pathways. Adjustment difficulties align with studies showing that mismatched preparation leads to academic challenges in higher education (Abas and Bauyot, 2024).

3.4 Integration of Quantitative and Qualitative Findings

The results show that personal interest is the most dominant determinant of strand selection, while family and school factors serve as moderate influences, and peer influence plays a minimal role. The combined findings indicate that students' decisions are primarily driven by intrinsic motivation, supported by external factors that provide context but do not override personal choice. This integrated perspective confirms that strand selection is a multidimensional process where internal and external factors interact. The findings support the need for career guidance programs that prioritize self-awareness while incorporating family and institutional support. Such an approach ensures that students develop autonomy while benefiting from structured guidance, ultimately leading to more informed and aligned educational decisions.

3.5 Implications for Career Guidance Programs

The findings indicate the need for a comprehensive career guidance program that strengthens students' self-awareness, supports family involvement, and enhances school-based interventions. Such a program should include career orientation, reflective activities, and counseling services to guide students in making informed decisions. These implications highlight the importance of a holistic framework that integrates personal, familial, and institutional factors. By addressing these dimensions, schools can reduce strand misalignment, improve student confidence, and support successful transitions to higher education and employment.

4. Conclusion & Recommendations

The study determined that Senior High School strand selection is primarily influenced by personal interest, followed by school-related and family influences, while peer influence plays a minimal role. The respondents, mostly 16–17 years old, female, and Grade 11 students, were largely enrolled in GAS and TVL strands. Personal interest emerged as the most significant determinant, independent of demographic variables, while family influence showed significant relationships with gender, grade level, and strand, and social influence was significant only in relation to gender. School-related influence showed no significant relationship with demographic factors. Qualitative findings revealed that strand-course mismatch, financial constraints, parental guidance, limited strand offerings, and changing interests contribute to challenges in academic alignment and adjustment in college. Overall, strand selection is shaped by intrinsic motivation, moderated by family input, minimally affected by peers, and structured by institutional conditions.

Based on the findings, guidance counselors should implement personality and aptitude assessments, reflective workshops, and counseling sessions to support students in aligning their traits with appropriate strands. Schools should strengthen family-school collaboration through orientation programs and career seminars that emphasize student autonomy, while also promoting peer mentoring and collaborative activities that encourage shared experiences without influencing decisions. School administrators should enhance teacher training in career counseling and integrate strand orientation into classroom instruction. Future researchers are encouraged to conduct parallel studies to validate and extend the findings.

The study was limited to 150 randomly selected Grade 11 and 12 students from three public high schools in the Municipality of Dauis during the School Year 2025–2026, which may restrict the generalizability of the findings to other contexts. The data relied on self-reported responses from survey questionnaires and interviews, which may be subject to personal bias. Additionally, the study focused only on selected variables such as personal interest, family, social, and school-related influences, and did not account for other possible factors affecting strand selection.

Compliance with ethical standards

The study adhered to established ethical standards by ensuring voluntary participation and obtaining informed consent from all respondents. Confidentiality and anonymity were maintained, with no personal identifiers disclosed in any report or publication. Data were securely stored and accessible only to the researcher. Ethical clearance was obtained from the Vice President of Academic and Quality Assurance and the Dean of the School of Advanced Studies at Bohol Island State University, in accordance with the National Ethical Guidelines for Health and Health-Related Research (2017).

REFERENCES

- Abas, J. A., & Bauyot, M. M. (2024). Navigating senior high school: A case study on experiences and challenges of senior high school graduates. *International Journal of Multidisciplinary Educational Research and Innovation*, 2(3), Article 18. <https://doi.org/10.17613/w2fz-dc69>
- Abernethy, B., Baker, J., & Côté, J. (2003). Learning from the experts: Practice activities of expert decision makers in sport. *Research Quarterly for Exercise and Sport*, 74(3), 342–347. <https://doi.org/10.1080/02701367.2003.10609101>
- Aguado, C. L., Laguador, J. M., & Deligero, J. C. (2015). Factors affecting the choice of school and students' level of interest towards the maritime program. *Asian Social Science*, 11(21), 231–240. <https://doi.org/10.5539/ass.v11n21p231>
- Alim, N. H. (2024). Choice of strand among senior high school students: Perspectives, problems and opportunities. *International Journal of Multidisciplinary Research and Analysis*, 7(12), 5383–5386. <https://doi.org/10.47191/ijmra/v7-i12-03>
- Bernardo, A. B. I. (2017). Sociocultural perspectives on motivation and learning: Insights from research in the Philippines. *Psychological Studies*, 62(2), 146–154.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Brown, B. B., & Larson, J. (2009). Peer relationships in adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology: Vol. 2. Contextual influences on adolescent development* (2nd ed., pp. 74–103). Wiley.
- Calibugar, J. (2025). Factors influencing senior high school track and strand preference: A guidance initiative. *Psychology and Education: A Multidisciplinary Journal*, 33(6).
- Celmar, A. J. O., Calera, J. F. D., Imbien, C., Myke Ronnael, B., Saito, O. M. R., Caubalejo, K. A. M., Schumann, K. P., Punzalan, E. O., Valdez, E. J. T., & Limos Galay, J. A. (2024). International and external factors affecting the strand preferences of Grade 10 students in Divine Word College of San Jose. *International Journal of Research Studies in Education Technology*, 8(4), 61–68. <https://doi.org/10.5861/ijrset.2024.8034>
- Chen, X., Allen, J. L., & Hesketh, T. (2023). The influence of individual, peer, and family factors on the educational aspirations of adolescents in rural China. *Social Psychology of Education*, 26(2), 327–347. <https://doi.org/10.1007/s11218-022-09757-7>
- Chevalier, A., Harmon, C., O'Sullivan, V., & Walker, I. (2013). The impact of parental income and education on the schooling of children. *IZA Journal of Labor Economics*, 2(1), 8. <https://doi.org/10.1186/2193-8997-2-8>
- Del Rosario, R. A. T., Cruz, A. R. L., Bartolome, C. N. P., Manipon, N. I., Dela Cruz, A. M. I., & Villarama, J. A. (2024, July). Understanding how senior high school students choose a college degree program: A phenomenological study. *Journal of Interdisciplinary Perspectives*, 2(7), 118–127.
- Department of Education. (2021). DepEd Order No. 009, s. 2021: DepEd quality policy statement. Department of Education.
- Eccles, J. S. (2009). Who am I and what am I going to do with my life? Personal and collective identities and the development of self. *International Journal of Behavioral Development*, 33(4), 310–322. <https://doi.org/10.1177/0165025409103870>
- Fouad, N. A., Grus, C. L., Falender, C. A., & Lavelle, A. K. (2016). A culture of competence: A survey of implementation of competency-based education and assessment. *Training and Education in Professional Psychology*, 10(4), 198–205. <https://doi.org/10.1037/tep0000126>
- Galowich, P. M., & Bers, T. H. (2002). Parents and the college choice process for community college students. *Journal of Applied Research in the Community College*, 10(1), 24–40. <https://eric.ed.gov/?id=EJ673518>
- Gottfredson, L. S. (1981). Circumscription and compromise: A developmental theory of occupational aspirations. *Journal of Counseling Psychology*, 28(6), 545–579. <https://doi.org/10.1037/0022-0167.28.6.545>
- Guevarra, J. P. (2022). Competencies of pre-service language teachers: Towards developing a language training program. *Philippine Education Research Journal*, 2(4), 55–70.
- Hackett, G., & Betz, N. E. (2006). Career self-efficacy theory: Back to the future. *Journal of Career Assessment*, 14(1), 3–11.
- Holland, J. L. (1994). *Self-directed search (SDS) Form R (4th ed.)*. Psychological Assessment Resources. <https://dx.doi.org/10.21013/jems.v15.n5.p2>
- Juttler, K., Schumann, K. P., & Valdez, E. J. (2021). Internal and external factors affecting strand preferences of Grade 10 students. *International Journal of Research Studies in Educational Technology*, 10(2), 45–58.
- Kerka, S. (2000). Middle school career education and development. *ERIC Digest*.
- Kilag, O. K. T., Dejino, J. A., Arcillo, M. T., Borong, M. L., Manligoy, R. G., & Combista, L. I. (2023). Exploring the determinants of senior high school track preference among Grade 10 students: A comprehensive study. *Web of Semantic Universal Journal on Innovative Education*, 2(6).

- Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of Vocational Behavior*, 45(1), 79–122. <https://doi.org/10.1006/jvbe.1994.1027>
- Liaw, S. Y., Wu, L. T., Lopez, V., Chow, Y. L., Lim, S., Holroyd, E., Tan, K. K., & Wang, W. (2017). Development and psychometric testing of an instrument to compare career choice influences and perceptions of nursing among healthcare students. *BMC Medical Education*, 17(72), 1–10. <https://doi.org/10.1186/s12909-017-0910-7>
- Lopez, M. J., & Javier, R. P. (2020). Determinants of senior high school academic strand selection among Filipino students. *International Journal of Education and Research*, 8(6), 123–134.
- Malipot, M. H. (2019, December 28). Year-end report: DepEd in 2019: The quest for quality education continues. Manila Bulletin. <https://mb.com.ph/2019/12/29/year-end-report-deped-in-2019-the-quest-for-quality-education-continues/>
- Moneva, J. C., & Malbas, M. H. (2019). Preferences in senior high school tracks of the Grade 10 students. *IRA International Journal of Education & Multidisciplinary Studies*, 15(5), 167–174. <https://research-advances.org/index.php/IJEMS>
- National Career Development Association (NCDA). (2003). Career development: A policy statement of the National Career Development Association.
- Nazareno, A. L., Lopez-Relente, M. J. F., Gestia, G. A., Martinez, M. P., De Lara, M. L. D., & Roxas-Villanueva, R. M. (2021). Factors associated with career track choice of senior high school students. *Philippine Journal of Science*, 150(5), 1043–1060.
- Sabanal, R. M. (2025). Factors influencing Grade 10 students' decision regarding the selection of their senior high school academic strand. *International Journal of Research and Innovation in Applied Science*, 10(IV). <https://doi.org/10.51584/IJRIAS.2025.1004059>
- Super, D. E. (1990). A life-span, life-space approach to career development. In D. Brown & L. Brooks (Eds.), *Career choice and development: Applying contemporary theories to practice* (2nd ed., pp. 197–261). Jossey-Bass.
- Tortor, A. L. C., Ohayas, R. L., & Moneva, J. C. (2020). Financial status, parents' influence, peer influence and self choice of students in selection of strand in the senior high school, Cebu, Philippines. *Business and Economic Research*, 10(1). <https://doi.org/10.5296/ber.v10i1.16241>
- Uy, J. P., & Martinez, R. (2019). K to 12 transition in action: Threading the opportunities and challenges on the implementation of senior high school sports track in Southern Philippines. *Edu Sportivo: Indonesian Journal of Physical Education*, 3(1), 67–78. [https://doi.org/10.25299/ES:IJOPE.2019.VOL3\(1\).8467](https://doi.org/10.25299/ES:IJOPE.2019.VOL3(1).8467)
- Zunker, V. G. (1994). Career counseling: Applied concepts of life planning.