International Journal of Research in Social Science and Humanities (IJRSS)

DOI: 10.47505/IJRSS.2025.6.9

E-ISSN : 2582-6220

Vol. 6 (6) June - 2025

A comprehensive study of Socio-Economic Determinants of Strand Selection in Senior High School among Grade 10 Students

[1]Veronica S. Isla, LPT, MBA, CHRA*, [2]Ruben E. Borja II Ed.D*

*Sta. Lucia High School,

Bulacan State University

Philippines

ABSTRACT

This study investigated the socio-economic factors influencing the Senior High School (SHS) strand selection among 70 Grade 10 students. Using a mixed-methods approach, it explored how family income, parental education, occupation, and perceived social class shaped students' educational choices. Quantitative findings, analyzed through chi-square tests, showed no statistically significant relationship between socio-economic variables and strand choice. However, qualitative responses revealed nuanced insights into the decision-making process. A thematic analysis of open-ended responses identified five major challenges: (1) self-doubt and confidence issues, (2) difficulty aligning interests with strand options, (3) peer and family influence, (4) financial and practical considerations, and (5) no perceived challenges. These themes illustrated how students navigated both internal and external pressures when selecting a strand. The study draws upon Human Capital Theory, Social Reproduction Theory, and Social Cognitive Career Theory to interpret findings and highlight the complex interplay of socio-economic, psychological, and environmental factors in educational decision-making. The results underscore the importance of responsive and inclusive career guidance programs that acknowledge diverse student contexts. Recommendations are provided to assist educators and policymakers in supporting equitable, informed strand choices aligned with both student potential and life circumstances.

Keywords: Family income, Parental education, Socio-economic factors, Strand selection, Senior High School.

1 INTRODUCTION

The implementation of the K–12 curriculum introduced Senior High School (SHS), requiring students to select a strand that aligns with their interests and future goals. However, for many students—particularly those from low- to middle-income families—strand selection is often heavily influenced by socio-economic factors such as family income, parents' educational attainment, and job stability. Financial constraints and concerns about employability frequently take precedence over personal interests, highlighting ongoing issues of equity and access within the education system.

The respondents of this study were students from a public secondary school in Quezon City, Philippines. This school, situated in an urban community, serves a diverse student population with varied socio-economic backgrounds. As Grade 10 students prepare to transition into Senior High School, understanding the socio-economic influences on their strand choices becomes essential. This study aimed to examine how economic conditions, parental influence, and resource availability shape students' decisions, providing valuable insights for educators, school counselors, and policymakers in developing more effective and inclusive career guidance programs.

This mixed-methods study explored the socio-economic determinants influencing strand selection among Grade 10 students in a government school in Quezon City, Philippines. It examined the relationship between family income, parental education, occupation, and perceived social class with students' chosen strands. By combining survey data

and student insights, the research sought to guide school programs and policies that support equitable and well-informed strand choices.

The study focused on Grade 10 students enrolled in a government school in Quezon City during the academic year 2024–2025. It was confined geographically to this single school, which may limit the generalizability of the findings to other regions or institutions.

The significance of this research is multifaceted. For students, parents, and guardians, the findings aimed to raise awareness of how socio-economic backgrounds can influence educational decisions and emphasize the critical role of family support. For teachers and career guidance counselors, the study provided insights into socio-economic challenges and motivations affecting strand preferences. For school administrators and policymakers, it highlighted the importance of developing targeted interventions such as scholarships and enhanced counseling programs. Finally, this study serves as a reference for future researchers interested in exploring the complex relationship between socio-economic status and educational equity in the Philippine Senior High School context.

By employing a mixed-methods approach that combined quantitative data with personal narratives, this research sought to bridge the gap between students' educational aspirations and the economic realities they face. The findings aim to inform policies and interventions that promote educational equity, support well-informed decision-making, and empower all students—regardless of socio-economic status—to pursue academic pathways that truly reflect their potential and ambitions.

2. OBJECTIVES

This study aimed to investigate the socio-economic factors that influenced the strand selection of Grade 10 students in a government school in Quezon City as they prepared to enter Senior High School. Using a mixed-methods approach, the research combined statistical analysis with personal narratives to provide a comprehensive understanding of how students' socio-economic backgrounds shaped their academic decisions.

Specifically, this study sought to answer the following questions:

A. What were the socio-economic characteristics of Grade 10 students in a government school in Quezon City in terms of:

a. Family income

b. Parents' educational attainment

c. Parents' occupation

d. Perceived social class

B. What Senior High School strand did students prefer or intend to choose?

C. Was there a statistically significant relationship between students' socio-economic profiles and their chosen strand?

D. How did students describe the influence of their socio-economic background on their decision-making process when selecting a strand?

E. What challenges and considerations did students from different socio-economic levels encounter in choosing their Senior High School track?

3. METHODS

This study utilized a mixed-methods research design to explore how socio-economic factors influenced the strand selection of Grade 10 students in a government school in Quezon City. Quantitative data were collected through structured surveys focusing on family income, parental education, occupation, and perceived social class, while qualitative data were gathered through open-ended questions embedded within the same instrument. This combination allowed the researcher to capture both measurable patterns and personal insights, providing a comprehensive

DOI: 10.47505/IJRSS.2025.6.9

understanding of students' decision-making processes regarding Senior High School strand selection.

A stratified random sampling method was employed to select 70 participants from a diverse socio-economic pool, ensuring representation across varying backgrounds. The survey was administered online via Google Forms to promote accessibility and ease of participation. Informed consent was obtained from both students and their guardians prior to data collection.

Quantitative responses were analyzed using descriptive statistics such as frequencies, percentages, and means, while chi-square tests were used to assess the relationship between socio-economic variables and strand choices. Although no statistically significant associations were found, cross-tabulations revealed interesting distribution patterns. Qualitative responses were subjected to thematic analysis, which identified recurring themes that offered deeper insight into the personal and social factors affecting student choices.

The themes that emerged included self-doubt and confidence issues, difficulty aligning interests with strand options, peer and family influence, financial and practical considerations, and cases where students perceived no significant challenges. These themes revealed the nuanced interplay between personal aspirations and socio-economic constraints.

To ensure the trustworthiness of the findings, the study applied credibility strategies such as prolonged engagement, clear documentation, and adherence to ethical standards including confidentiality, anonymity, and voluntary participation. Reflexivity was also observed throughout the research process to minimize bias and enhance the reliability of interpretations.

Ultimately, the study underscored the significance of socio-economic context in shaping strand selection and recommended further research through longitudinal studies and comparative analyses across different schools and regions to support more equitable and informed educational planning.

4. RESULTS AND DISCUSSION

1. Socio-Economic Characteristics of Grade 10 Students in a government school in Quezon City.

Based on the gathered data, the socio-economic characteristics of Grade 10 students were analyzed as follows

a. Family Income

The family income of the surveyed students revealed a wide range of economic backgrounds, reflecting the socio-economic diversity within the school population. A substantial portion of the respondents (approximately 40%) reported a monthly family income between ₱10,000 and ₱30,000, classifying them as belonging to the **lower-middle income bracket** based on Philippine national standards (Albert et al., 2018). These students typically have access to basic necessities but may experience limitations in educational resources, extracurricular opportunities, or long-term career planning.

Meanwhile, around **25% of students** reported a monthly family income below ₱10,000, placing them within the **low-income** or **economically disadvantaged** category. These households may struggle with financial stability, potentially influencing students' decisions to pursue more practical or job-ready tracks such as Technical-Vocational-Livelihood (TVL).

In contrast, roughly **30% of students** indicated family incomes above ₱30,000 per month. These students likely benefit from greater educational support, access to information, and parental guidance. While not necessarily affluent, they are more likely to come from **upper-middle income families**, affording them greater flexibility in choosing strands that align with personal interests or long-term goals, including college-bound tracks such as STEM or ABM.

This distribution underscores the economic heterogeneity among the students and suggests that any analysis of strand selection must consider both structural limitations and individual agency. **Figure 1** provides a visual representation of the family income ranges reported by the respondents.

DOI: 10.47505/IJRSS.2025.6.9

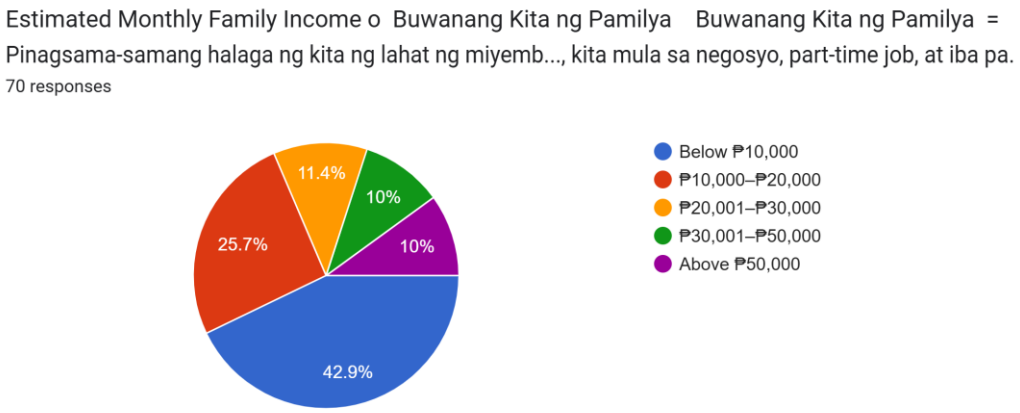

Figure 1. The family income of Grade 10 students

b. Parents' Educational Attainment

The educational attainment of parents among Grade 10 students in a government school in Quezon City demonstrated notable variation, reflecting a range of socio-cultural and economic backgrounds. Parental education is a key socio-economic indicator, often linked to students' academic outcomes and aspirations (Croll, 2008).

According to the data gathered, approximately **50% of students** reported having at least one parent who completed **high school education**. These students typically benefit from parents with a foundational understanding of the education system, although they may have limited access to professional-level networks or academic planning resources.

In contrast, about **30% of respondents** indicated that at least one parent earned a **college degree**. This group is generally considered more advantaged in terms of academic support, as parents with higher education levels are more likely to encourage college preparation, understand strand implications, and support long-term educational planning.

Meanwhile, **roughly 20% of students** stated that their parents had **lower educational attainment**, including only some high school or elementary-level education. These students may experience additional challenges related to limited guidance in navigating educational pathways or receiving help with school-related decisions.

This distribution highlights how varying levels of parental education could influence students' access to information and confidence in selecting their Senior High School strand. **Figure 2** illustrates the distribution of **fathers' educational attainment and Figure 3 shows the distribution of mothers' educational attainment**, providing insight into the most common parental education levels among the surveyed population.

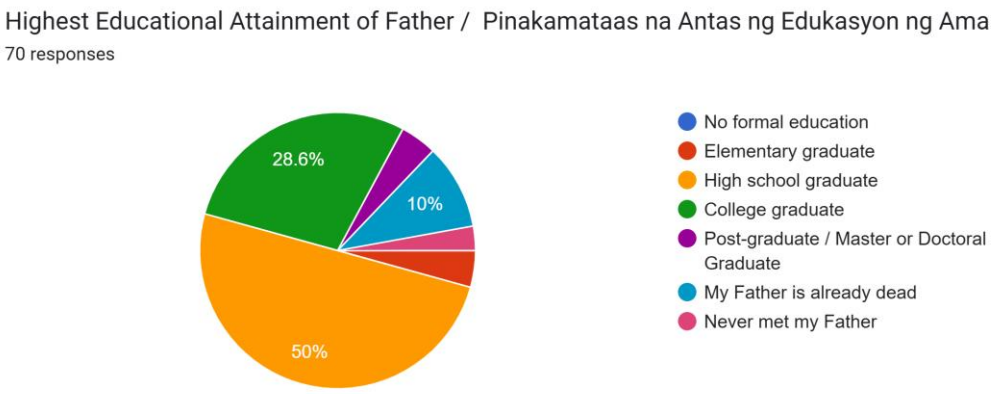

Figure 2 The fathers educational Attainment

DOI: 10.47505/IJRSS.2025.6.9

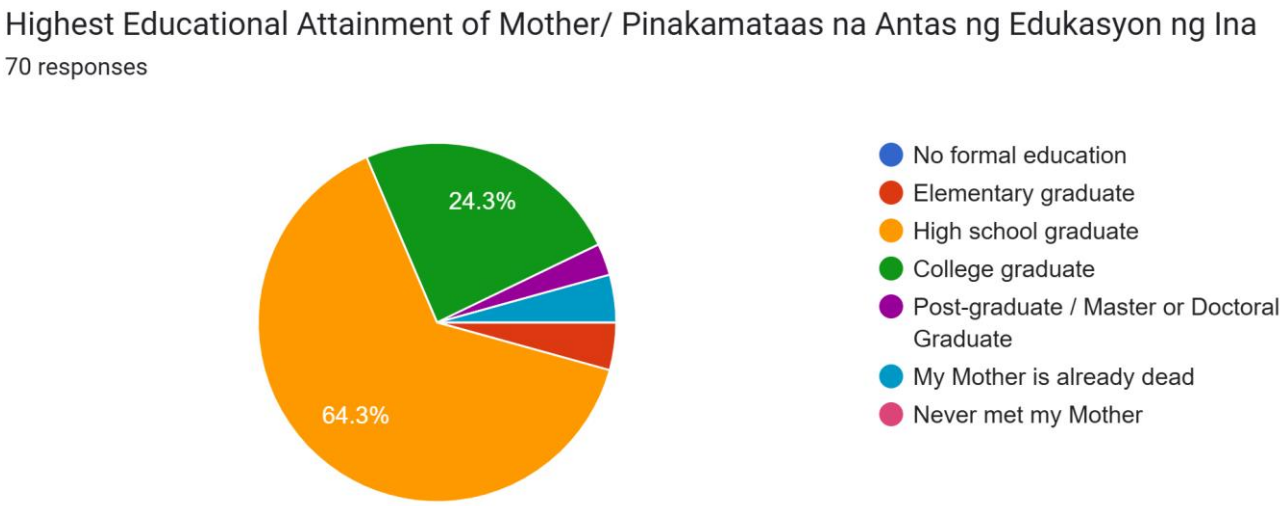

Figure 3 The mothers educational Attainment

c. Parental Occupation

Parental occupation serves as a vital socio-economic indicator, often correlating with income level, access to resources, and social capital that can shape students' educational pathways (Blanden et al., 2005). The survey revealed distinct trends in the occupational status of Grade 10 students' parents in a government school in Quezon City.

The majority of students reported that their **fathers were employed in blue-collar occupations**, such as drivers, construction workers, factory workers, security personnel, and other forms of manual labor. These roles typically involve physically demanding tasks and are often characterized by lower wages and limited job security. This occupational category reflects the broader working-class composition of many households in the area and may influence students to consider more practical or vocational Senior High School strands like TVL.

Conversely, a **smaller percentage (approximately 20%) of students** indicated that their fathers held **white-collar or professional jobs**, including managerial roles, teaching positions, or government service. These occupations may provide more financial stability and educational support, which could in turn shape students' confidence in pursuing academic tracks such as STEM or ABM.

In contrast, the occupational status of mothers differed significantly. A notable proportion were reported as **stay-at-home parents**, contributing primarily to household caregiving rather than formal employment. For those engaged in the labor market, most worked in **low-paying service jobs**, such as in retail, domestic work, or food services. These roles are often informal and offer limited opportunities for upward mobility, reflecting broader gendered labor patterns and economic vulnerability.

These occupational patterns offer critical insight into the home environments and economic realities facing students as they navigate their strand choices. **Figure 4** presents the distribution of parental occupations, visually emphasizing the dominance of blue-collar and service sector employment among respondents' families.

DOI: 10.47505/IJRSS.2025.6.9

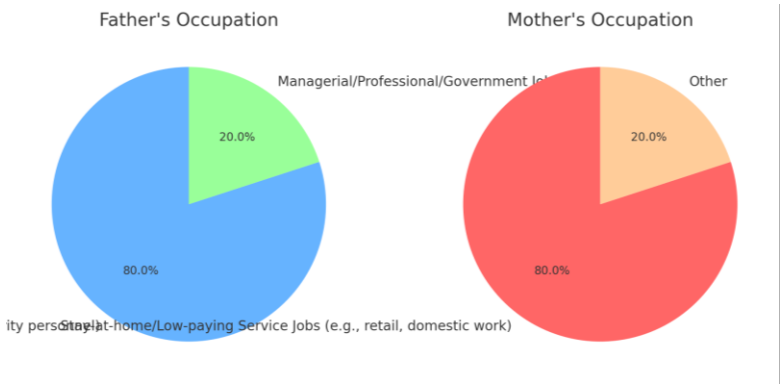

Figure 4 illustrates the occupational distribution of Grade 10 students' parents

d. Perceived Social Class

In addition to objective socio-economic indicators such as family income and parental education, the study also examined how students **perceive their own social class**. Self-perception plays an important role in shaping confidence, aspirations, and academic decision-making, particularly during transitional educational stages (Reay, 2006).

According to the survey results, the majority of Grade 10 students in a government school in Quezon City — **approximately 60%—self-identified as belonging to the middle socio-economic class**. This suggests a general sense of moderate economic security, possibly reflecting the presence of steady income from blue-collar employment, basic educational attainment of parents, and relatively stable household conditions.

Meanwhile, around **20% of students considered themselves part of the lower class**, often citing indicators such as irregular family income, low-paying or informal parental jobs, and financial hardships that may limit their educational choices or access to supplementary learning resources. These students may be more inclined toward practical strands such as TVL, driven by the need for early employability or shorter educational pathways.

Only **10% of students identified as upper class**, implying a perception of relative privilege. These respondents were more likely to have college-educated parents, access to private tutoring or additional learning tools, and greater autonomy in academic decisions.

These self-assessments, while subjective, are crucial in understanding how students **internalize their socio-economic position** and how this influences their strand selection. Students' perceptions were often informed by a combination of visible factors, including household income, parental occupation, and educational attainment. **Figure 5** visually displays the distribution of students' perceived socio-economic status.

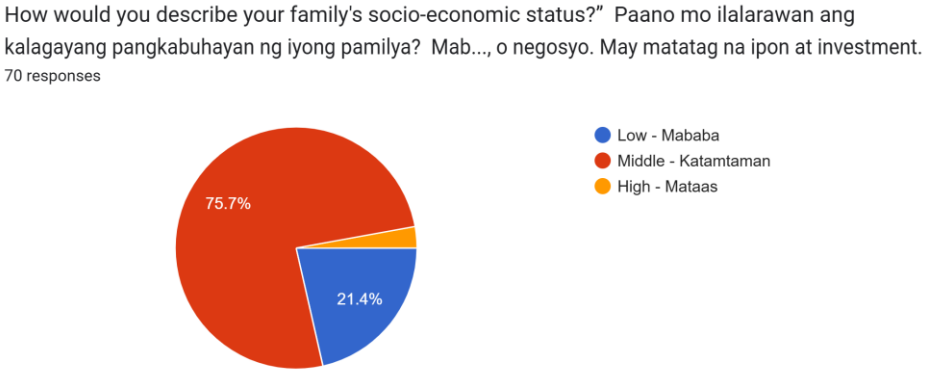

Figure 5. The Perceived Social Class

DOI: 10.47505/IJRSS.2025.6.9

*2. **Preferred or Intended Senior High School Strand***

Understanding students' strand preferences provides valuable insight into their educational and career aspirations. The data gathered from Grade 10 students in a government school in Quezon City revealed distinct trends in the intended selection of Senior High School strands.

The results indicated a **clear preference for the Academic Track**, with **50% of respondents** expressing interest in academic strands such as **Accountancy, Business, and Management (ABM); Science, Technology, Engineering, and Mathematics (STEM);** and **Humanities and Social Sciences (HUMSS)**. Among these, **STEM emerged as the most popular choice**, selected by **30% of students**, highlighting a strong interest in science- and technology-related fields. This preference reflects broader national trends where STEM is often seen as a pathway to high-demand, high-income professions.

The **Technical-Vocational-Livelihood (TVL) Track** attracted approximately **25% of students**, indicating that a significant portion of respondents value hands-on, skills-based education that can lead directly to employment or entrepreneurship after graduation. TVL tracks typically offer training in areas such as information and communications technology (ICT), cookery, or electrical installation, which are aligned with local labor market demands.

Only **15% of students** reported interest in the **Arts and Design Track**, making it the least preferred option among the available choices. This could be attributed to several factors, including perceived limited career opportunities, societal attitudes toward the arts, or a lack of awareness about creative industry pathways.

Overall, the results suggest that while some students recognize the practical value of vocational and creative strands, the Academic Track continues to hold greater appeal for the majority. This may be influenced by familial expectations, societal prestige, or students' own aspirations for college education.

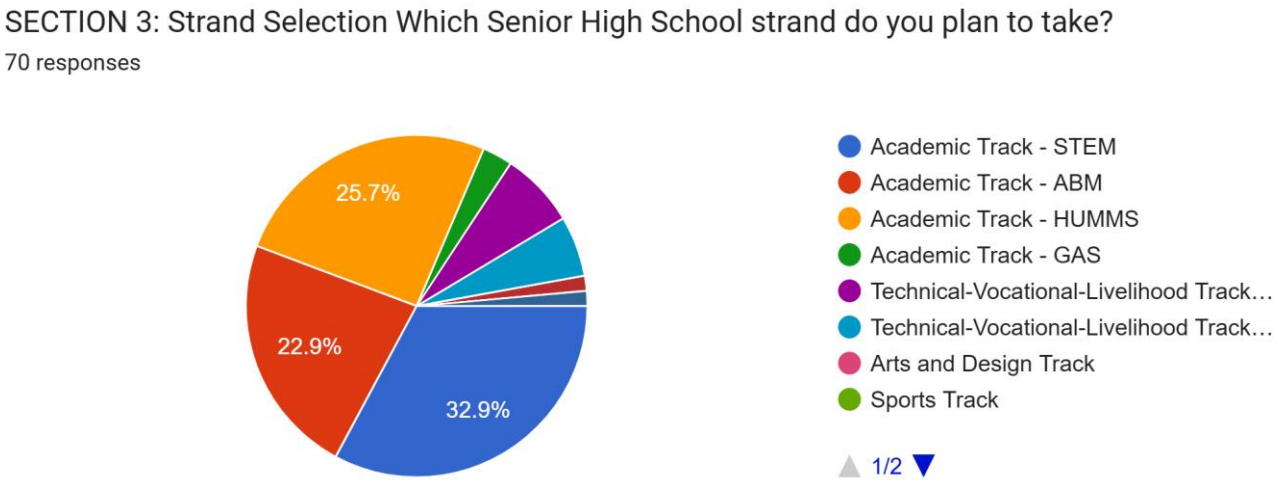

Figure 6 The distribution of students' preferred Senior High School strands.

*3. **Statistical Significance of the Relationship Between Socio-Economic Profile and Chosen Strand***

A series of chi-square tests of independence were conducted to examine whether students' socio-economic characteristics—namely, perceived socio-economic status and the educational attainment of their parents—were significantly associated with their chosen Senior High School strand, grouped as Academic or TVL. Results revealed no statistically significant relationships in any of the tested variables. Specifically, there was no significant association between students' socio-economic status and strand choice, $\chi^2(2, N = 70) = 0.60$, $p = 0.7422$. Similarly, no significant relationship was found between the father's educational attainment and

DOI: 10.47505/IJRSS.2025.6.9

strand choice, $\chi^2(5, N = 65) = 1.71$, $p = 0.8879$, nor between the mother's educational attainment and strand choice, $\chi^2(4, N = 70) = 2.61$, $p = 0.6247$.

These findings suggest that students' strand preferences in in a government school in Quezon City are not strongly influenced by their self-perceived economic background or the educational attainment of their parents. This contrasts with prior research, such as Sirin (2005), who found that socio-economic status and parental education are generally significant predictors of academic outcomes across various educational contexts.

Table 1: Chi-square Test Results on the Relationship Between Socio-Economic Characteristics and Strand Choice

Socio-Economic Variable	χ^2 Value	dof	N	p-value	Significant?
Socio-Economic Status	0.60	2	70	0.7422	No
Father's Educational Attainment	1.71	5	65	0.8879	No
Mother's Educational Attainment	2.61	4	70	0.6247	No

5. CHALLENGES AND CONSIDERATIONS IN STRAND SELECTION

Strand selection is a critical decision that shapes the academic and career pathways of Senior High School students. While quantitative analysis using chi-square tests revealed no statistically significant relationship between socio-economic variables and strand choice, student responses to open-ended survey questions provided valuable qualitative insight into their decision-making process.

A thematic analysis of these responses revealed five key challenges commonly encountered by students:

1) **Self-Doubt and Confidence Issues**

   Many students expressed uncertainty about their own abilities or future success in a particular strand. This lack of confidence can stem from limited exposure to certain subjects, fear of failure, or not knowing enough about what each strand entails. Such self-doubt may cause students to hesitate or second-guess their choices, leading to stress or even defaulting to less preferred strands.

2) **Difficulty Aligning Interests with Strand Options**
   Some students struggled to match their personal interests, passions, or talents with the available strand options. This disconnect can be due to limited strand offerings at their school, lack of information about what each strand involves, or not fully understanding their own interests. As a result, they may feel compelled to pick a strand that doesn't truly fit their goals or preferences.

3) **Peer and Family Influence**
   Students reported that the opinions and expectations of family members, especially parents, and peers heavily influenced their strand choices. Family priorities—often driven by practical concerns like job security or income stability—can pressure students to select strands that are deemed more "respectable" or lucrative. Similarly, peer trends or advice can sway decisions, sometimes overshadowing the student's own interests.

4) **Financial and Practical Considerations**
   Economic factors played a significant role, with students considering the cost of education, the potential for immediate employment, and financial support from their families. For some, affordability and the likelihood of finding a job soon after graduation influenced their strand choice more than personal interest, particularly for those from lower-income households.

DOI: 10.47505/IJRSS.2025.6.9

5) **No Perceived Challenges**
A small group of students indicated that they did not encounter any significant challenges when selecting their strand. These students often felt well-informed, supported, and confident in their decisions, highlighting the positive impact of access to career guidance, family support, and clear personal goals.

These themes offer a deeper understanding of the psychological and social factors involved in educational decision-making.

1. Self-Doubt and Confidence Issues

Many students expressed internal uncertainty about their ability to succeed in their chosen strand. This theme was most prominent among middle-income students who seemed to struggle with **self-efficacy** and **decision fatigue**. The fear of failure and lack of self-confidence significantly influenced their choices. These findings align with **Bandura's (1997)** theory of self-efficacy, which suggests that individuals are more likely to avoid tasks where they lack confidence in their abilities, even if those tasks align with their interests. In the context of strand selection, students' perceived academic competence appeared to play a critical role in shaping their choices.

- **SR6**: *"Siguro yung mga negative thoughts kung kaya ko ba 'tong strand na 'to. Mahihirapan ba ako?" (Maybe the negative thoughts about whether I can handle this strand. Will I have a hard time?)*

- **SR10**: *"I was doubting myself if kakayanin ko ba ang mag-STEM." (I was doubting myself if I could handle being in STEM.)*

- **SR44**: *"Pipiliin ko ba kung ano ang gusto kong gawin, o yung konektado sa praktikal na kurso sa kolehiyo?" (Should I choose what I really want to do, or something connected to a practical college course?)*

- **SR47**: *"Mahirap magdesisyon kung alin ang pinakaangkop sa akin. Nagkaroon din ako ng pag-aalinlangan dahil sa opinyon ng iba…" (It's hard to decide which is the most suitable for me. I also had doubts because of other people's opinions...)*

- **SR52**: *"Nahirap pumili kaya sa H.E na lang ako napunta." (I had a hard time choosing, so I just ended up in H.E.)*

2. Difficulty Aligning Interests with Strand Options

A common challenge faced by students was the difficulty in aligning their personal interests or career aspirations with the available strand options. Many found it hard to decide which strand best matched their skills and long-term goals, often torn between following their passion or choosing a more practical path. This internal conflict is well-documented in career development literature, where students struggle to balance self-efficacy, personal interests, and perceived career opportunities (Lent, Brown, & Hackett, 1994; Jones & Chan, 2015).

According to Patton and McMahon (2014), the complexity of career decision-making often leads students to experience tension between what they love and what they believe will be financially or socially practical. Super's (1980) life-span, life-space theory also highlights that career choices are dynamic and influenced by multiple personal and environmental factors, making the decision-making process more challenging. Johnston and Kerpelman (2018) further emphasize the difficulty students face in navigating the tension between passion and practicality when selecting academic strands or career paths.

- **SR4**: *"Thinking what strand would fit to my hobbies and to what I really want."*

- **SR8**: *"I searched in multiple trusted websites to see what strand will fit me."*

DOI: 10.47505/IJRSS.2025.6.9

- **SR12**: *"One of my challenges is choosing between my own interests or my future."*
- **SR19**: *"I had a hard time choosing what strand really fits me."*
- **SR51**: *"I don't experience a challenge because I already have my plan for the future."*

3. Peer and Family Influence

Social influence, particularly from peers and family, played a notable role in shaping students' decisions. Whether through direct pressure or the desire to conform to expectations, several respondents indicated that the opinions of others complicated their decision-making process. Research shows that social factors, including family expectations and peer influence, significantly impact students' academic and career choices by shaping their self-concept and perceived options (Eccles, 2009; Lent, Brown, & Hackett, 1994). These social pressures can sometimes create conflict between students' own interests and external expectations, affecting their confidence in making decisions.

- **SR2**: *"If I can do it or not and by not letting my friends influence me."*
- **SR13**: *"I faced challenges like me getting separated from my friends because we got different interests."*
- **SR47**: *"Nagkaroon ako ng pag-aalinlangan dahil sa mga opinyon ng iba, lalo na ng aking mga magulang at kaibigan." (I had doubts because of other people's opinions, especially from my parents and friends.)*
- **SR67**: *"I wasn't sure about my future career and felt pressured by others' opinions."*
- **SR69**: *"Pressure po dahil hindi po lahat ng strand ay madali... dapat sigurado ka at alam mong kaya mo." (There's pressure because not all strands are easy... you have to be sure and know that you can handle it.)*

4. Financial and Practical Considerations

Although less frequently stated directly, several students alluded to economic limitations that shaped their strand selection. These concerns were more prevalent among lower-income students who viewed practical and job-ready strands as more suitable due to financial constraints. Research indicates that economic factors significantly influence educational choices, with students from lower socioeconomic backgrounds tending to prioritize strands or courses perceived as more practical and directly linked to immediate employment opportunities (Calarco, 2018; Perna, 2010). Financial considerations often guide students to choose paths that can provide quicker economic returns, sometimes at the expense of their personal interests or long-term career goals.

- **SR29**: *"Problema namin sa pera ngayon… gusto ko sana tourism pero baka ICT na lang dahil sa gastos." (We're having financial problems… I wanted tourism, but I might just go with ICT because of the expenses.)*
- **SR45**: *"Financial problems."*
- **SR56**: *"Pera po, pera." (Money, really just money.)*

5. No Perceived Challenge

Finally, a number of students, particularly those from higher socio-economic backgrounds, reported minimal or no difficulty in choosing their strand. These students often had clear goals or felt confident in their choices early on,

DOI: 10.47505/IJRSS.2025.6.9

which aligns with research showing that students with greater access to resources and support systems tend to experience less uncertainty in educational decision-making (Conley, 2010; Furnham & Chamorro-Premuzic, 2004). Early career clarity and parental support are factors that contribute to smoother strand selection processes among these students.

- **SR3**: *"None really."*
- **SR9**: *"Wala naman po ako masyadong naging problema… pinag-isipan ko na po talaga ito nung high school pa lang." (I didn't really have much of a problem… I already thought about this back in high school.)*
- **SR14**: *"Wala." (None.)*
- **SR18**: *"Wala." (None.)*
- **SR21:** *"Nahirapan ako sa pagpili… pero feel ko hindi talaga pasok sa akin 'yung second option na HUMSS." (I had a hard time choosing… but I felt like the second option, HUMSS, really wasn't for me.)*

5. CONCLUSION

This study revealed that Grade 10 students in a government school in Quezon City come from diverse socio-economic backgrounds, as seen in differences in family income, parental education, and occupation. While statistical analysis showed no significant direct relationship between these socio-economic factors and strand choice, the qualitative data highlighted important challenges students face in selecting their Senior High School strands. These challenges include self-doubt, difficulty aligning personal interests with strand options, social influences from family and peers, and financial concerns—particularly among lower-income students who tended to prefer practical, job-ready strands such as Technical-Vocational-Livelihood (TVL). Meanwhile, students from higher socio-economic backgrounds generally reported fewer difficulties and clearer educational goals, likely supported by greater access to resources and guidance.

The findings indicate that strand selection is a complex process influenced by a mix of psychological, social, and economic factors rather than socio-economic status alone. To better support students, it is crucial for schools to enhance career guidance programs by addressing not only academic needs but also the emotional and social challenges students encounter. Implementing such programs early, preferably in Grade 9, can provide students ample time to explore and make informed decisions. Counselors should be trained to help students build confidence, manage social pressures, and connect their interests and strengths with appropriate educational pathways.

Parental involvement is equally important. Schools should engage parents through seminars and information sessions that clarify the value of all strands and encourage support based on students' interests rather than economic limitations. Financial assistance programs such as scholarships and subsidies should continue to be prioritized, especially for students pursuing resource-intensive strands like STEM and ABM, to help bridge economic disparities.

Furthermore, promoting awareness campaigns that highlight the successes and opportunities available in all Senior High School strands can help reduce stigma, particularly surrounding vocational and arts tracks, and encourage more equitable strand selection.

Finally, further research across different schools and regions is recommended to gain a broader understanding of the multifaceted factors influencing strand choice. Such knowledge will enable policymakers and educators to design more inclusive and effective educational programs that empower all students to make meaningful and well-informed decisions about their academic and career futures.

DOI: 10.47505/IJRSS.2025.6.9

REFERENCES

[1] Albert, J. R. G., Dumagan, J. C., & Martinez, A. (2018). Poverty, the middle class, and income distribution amid growth. *Philippine Institute for Development Studies (PIDS) Policy Notes*. https://pidswebs.pids.gov.ph

[2] Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman.

[3] Becker, G. S. (1964). *Human capital: A theoretical and empirical analysis, with special reference to education*. National Bureau of Economic Research.

[4] Blanden, J., Gregg, P., & Machin, S. (2005). Intergenerational mobility in Europe and North America. *Centre for Economic Performance, London School of Economics*. https://cep.lse.ac.uk

[5] Bourdieu, P. (1977). Cultural reproduction and social reproduction. In J. Karabel & A. H. Halsey (Eds.), *Power and ideology in education* (pp. 487–511). Oxford University Press.

[6] Calarco, J. M. (2018). *Negotiating opportunities: How the middle class secures advantages in school*. Oxford University Press. https://doi.org/10.1093/oso/9780190694234.001.0001

[7] Croll, P. (2008). Educational participation post-16: A longitudinal analysis of intentions and outcomes. *British Journal of Educational Studies, 56*(4), 400–416. https://doi.org/10.1111/j.1467-8527.2008.00413.x

[8] Department of Education (DepEd). (2016). *Senior High School Career Guide*. https://www.deped.gov.ph

[9] Department of Education (DepEd). (2018). *Senior High School Career Guide*. https://www.deped.gov.ph

[10] Department of Education (DepEd). (2022). *Senior High School Program Overview*. https://www.deped.gov.ph

[11] Eccles, J. S. (2009). Who am I and what am I going to do with my life? Personal and collective identities as motivators of action. *Educational Psychologist, 44*(2), 78–89. https://doi.org/10.1080/00461520902832368

[12] Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review, 13*(1), 1-22.

[13] Garcia, L., & Francisco, R. (2021). Factors affecting strand choice among Senior High School students. *Philippine Educational Review*, 15(1), 32-45.

[14] Johnston, C., & Kerpelman, J. (2018). Navigating the tension between passion and practicality in career decision-making. *Career Development Quarterly, 66*(1), 23–38. https://doi.org/10.1002/cdq.12125

[15] Jones, R. A., & Chan, C. C. (2015). The influence of personal interests and perceived career opportunities on student strand selection. *Journal of Career Assessment, 23*(2), 292–305. https://doi.org/10.1177/1069072714533843

[16] 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/10.1016/S0001-8791(94)90029-8

[17] Manalang, S. (2018). Career guidance in Philippine public schools: Challenges and opportunities. *Asian Journal of Education, 10*(2), 55-66.

[18] Patton, W., & McMahon, M. (2014). *Career development and systems theory: Connecting theory and practice*. Springer. https://link.springer.com/book/10.1007/978-94-6209-635-6

[19] Perna, L. W. (2010). Understanding the relationship between information about college prices and financial aid and students' college-related behaviors. *American Behavioral Scientist, 53*(4), 487–511. https://doi.org/10.1177/0002764209352596

[20] Reay, D. (2006). The zombie stalking English schools: Social class and educational inequality. *British Journal of Educational Studies, 54*(3), 288–307. https://doi.org/10.1111/j.1467-8527.2006.00351.x

DOI: 10.47505/IJRSS.2025.6.9

[21] Reyes, M. A. (2018). Socio-economic status and its influence on Senior High School students' career track preferences. *International Journal of Educational Research, 10*(4), 45-63.

[22] Sto. Domingo, M. A. (2020). The impact of family income on students' choice of Senior High School tracks. *Philippine Journal of Education Research, 36*(2), 201–213.

[23] Valenzuela, S. (2017). Parental involvement in career decision making: A case study of Filipino high school students. *Asian Journal of Education and Social Studies, 4*(2), 1–10. https://doi.org/10.9734/AJESS/2017/3331

[24] Super, D. E. (1980). A life-span, life-space approach to career development. *Journal of Vocational Behavior, 16*(3), 282–298. https://doi.org/10.1016/0001-8791(80)90056-1

DOI: 10.47505/IJRSS.2025.6.9