

**THE INFLUENCE OF GUIDANCE AND COUNSELING IN CAREER CHOICE OF
ACCOUNTANCY, BUSINESS AND MANAGEMENT (ABM) AND GENERAL
ACADEMIC STRAND (GAS) STUDENTS**

Yves Sentinile L. Banquiles

yves.banquiles@deped.gov.ph

Abstract

The Career Guidance Program (CGP) aims to help secondary school students make educated career decisions to become useful and productive members of society. In 2019, Philippine President Rodrigo Duterte signed the Secondary School Career Guidance and Counseling Act into law, which applies to public and private high schools. Better knowledge of these factors enables educational institutions, curriculum designers, and career counselors to support and assist students in making more informed career choices.

This study examines the influence of guidance and counseling on the career choice of ABM and GAS students, the extent of support and resources provided by the school and the policy recommendations and program improvement plans to be developed based on the findings of this study. The researcher employed a descriptive quantitative research design. The research participants were surveyed using a self-structured questionnaire. Of 230 senior high school students of the GAS and ABM strands enrolled in the school year 2024–2025, 146 were chosen as respondents. There were (62) students from the ABM strand and (84) from GAS.

The findings revealed that guidance and counseling have a moderate influence on students' career choices signifying that it can be further intensified. Moreover, the extent of support the school provides yields a neutral result that also needs to be enhanced. Based on these results, policy recommendations and program implementation plans are to be developed. A "Comprehensive Career Guidance Development Program" was proposed. This will address the following: career information, skills assessment, job market trends, and educational pathways. It also provides more frequent guidance and counseling sessions. It is highly recommended that: school administrators and guidance counselors work hand in hand to develop and allocate funds for more comprehensive career guidance services, students should actively participate in the success of the programs to be implemented, and researchers should explore the effectiveness of these programs.

Key Words: ABM and GAS, Career Information, Educational Pathways, Guidance Counseling, Job Market Trends, Skill Assessment

Introduction

A bright future is greatly influenced by the right decision of career path. It is crucial for obtaining financial stability, personal growth, and fulfillment. For students, honing a career early at

~~school would be advantageous. Students can make an informed decision~~

about their professional path by evaluating their interests, skills, values, objectives, personalities,

and employment opportunities in their selected strand of senior high school.

The series of jobs or positions that a person advances through in their professional life is known as their career path. It stands for the several roles and phases that an individual could experience as their career progresses (Jefferson, 2023). A single poor decision can drastically alter a student's professional trajectory. Instead of basing their career decision on socially stereotyped elements, students must research and learn about the latest market developments, prospects, and employment landscape across a range of industries.

The Philippine Statistics Authority (PSA) reports that as of December 2023, the country's unemployment rate was 3.1%. This indicates 617,000 unemployed individuals all across the regions. According to Almario (2021), the majority of high school students make poor course selections, which raises the rate of underemployment and unemployment among recent graduates. Individuals who are unfit for their workplace may not be able to demonstrate their skill and dexterity with precision, which makes them less likely to be productive and efficient and prevents them from achieving their objectives.

Students could feel overpowered by all of the possibilities at their disposal after their senior high school journey. Through the process of guidance and counseling, students can discover and investigate their career path alternatives, make well-informed decisions about their future, and create plans of action to reach their objectives. While it can be useful at any stage of life, individuals planning to attend college courses will find it beneficial. As stated in RA 10533, also known as the Basic Education Act of 2013, the Career Guidance Program (CGP) attempts to assist secondary-level students in selecting career tracks that they desire to pursue through informed career choices toward being

productive and contributing individuals. The Secondary School Career Guidance and Counseling Act was signed into law by Philippine President Rodrigo Duterte in 2019 and applies to both public and private high schools nationwide. When educational institutions, curriculum developers, and career advisers have a better understanding of these aspects, they can better support and guide students and help them make more educated career decisions (Mutanga et. al., 2023).

With the increasing population of senior high school students in San Andres National High School, this study aims to determine the role and influence of guidance and counseling in the career choice of Accountancy, Business, and Management (ABM), and General Academic Strand (GAS) students, as well as to provide programs and policy recommendations.

Methods

The researcher used a descriptive, quantitative research design to carry out the study. A self-structured questionnaire was used to provide a survey to the research respondents. It assessed the influence of guidance and counseling in terms of career information, skill assessment, job market trends, and educational pathways, it was descriptive and established the level to which guidance and counseling were beneficial.

Results

Table 1. Influence Level of Guidance and Counseling in Terms of Career Information

INDICATORS	ABM WEIGHTED MEAN	ABM STANDARD DEVIATION	GAS WEIGHTED MEAN	GAS STANDARD DEVIATION	TOTAL WEIGHTED MEAN	TOTAL STANDARD DEVIATION	VERBAL INTERPRETATION
1. I have been given enough resources of the possible courses to take in college aligned with my strand in senior high school.	3.15	1.053	2.75	0.992	2.92	1.034	MODERATE INFLUENCE
2. I have been assisted in choosing and looking at career opportunities in various fields.	3.15	0.698	2.93	0.967	3.02	0.867	MODERATE INFLUENCE
3. I have been influenced by my career choice by the provision of comprehensive information about various career options.	3.23	0.798	3.10	0.873	3.15	0.842	MODERATE INFLUENCE
4. I have been in contact for follow-up discussions in mentoring my career choice.	2.98	0.689	2.95	1.086	2.97	0.935	MODERATE INFLUENCE
5. I have a clear understanding of the significance of career choices for one's overall social, financial, and emotional well-being through conversations.	3.37	0.854	3.21	0.893	3.28	0.877	MODERATE INFLUENCE
AVERAGE WEIGHTED MEAN					3.068		MODERATE INFLUENCE

Table 1 illustrated the level of influence that guidance and counseling have on students in terms of career information. The overall average mean was computed at 3.068, indicating a moderate influence.

Table 2. Influence Level of Guidance and Counseling in Terms of Skill Assessment

INDICATORS	ABM WEIGHTED MEAN	ABM STANDARD DEVIATION	GAS WEIGHTED MEAN	GAS STANDARD DEVIATION	TOTAL WEIGHTED MEAN	TOTAL STANDARD DEVIATION	VERBAL INTERPRETATION
1. I take the results of my National Career Assessment Examination (NCAE) into consideration in choosing my career path.	1.85	0.743	2.89	1.064	2.45	1.070	LITTLE INFLUENCE
2. I take high grades and favorite subjects into consideration in choosing my career path.	3.02	0.859	2.93	1.117	2.97	1.013	MODERATE INFLUENCE
3. I take extracurricular activities I enjoy into consideration in choosing my career path.	3.15	1.069	3.12	0.962	3.13	1.005	MODERATE INFLUENCE
4. I have been given sets of exams and surveys to help me assess my possible career path.	2.74	0.991	3.23	1.045	3.02	1.047	MODERATE INFLUENCE
5. I meet one-on-one with the guidance personnel to discuss the career path for me in light of the assessment results.	2.52	0.901	2.83	0.955	2.70	0.942	MODERATE INFLUENCE
AVERAGE WEIGHTED MEAN					2.854		MODERATE INFLUENCE

Table 2 highlighted the level of influence that guidance and counseling had on students in terms of skill assessment, with an overall average mean of 2.854, indicating a moderate influence.

Table 3. Influence Level of Guidance and Counseling in Terms of Job Market Trends

INDICATORS	ABM WEIGHTED MEAN	ABM STANDARD DEVIATION	GAS WEIGHTED MEAN	GAS STANDARD DEVIATION	TOTAL WEIGHTED MEAN	TOTAL STANDARD DEVIATION	VERBAL INTERPRETATION
1. I have been asked to make accounts on several online platforms (LinkedIn, Jobstreet, Indeed) to monitor job trends.	2.21	0.681	2.62	0.877	2.45	0.822	LITTLE INFLUENCE
2. I have been provided with jobs that are suitable and aligned with my strand.	2.56	1.018	2.86	1.020	2.73	1.026	MODERATE INFLUENCE
3. I have been provided with jobs that are relevant to my current residence or hometown.	2.40	0.778	2.83	0.834	2.65	0.835	MODERATE INFLUENCE
4. I have been informed about future job trends through an analysis of current technical breakthroughs, demographic shifts, economic patterns, and societal changes.	2.79	0.926	2.99	0.963	2.90	0.949	MODERATE INFLUENCE
5. I have considered taking a career path based on what's in right now in the job market.	2.89	0.851	2.86	1.043	2.87	0.963	MODERATE INFLUENCE
AVERAGE WEIGHTED MEAN					2.72		MODERATE INFLUENCE

Table 3 highlighted the influence of guidance and counseling on students' awareness of job market trends, with an overall average mean of 2.72, indicating a moderate influence.

Table 4. Influence Level of Guidance and Counseling in Terms of Educational Pathways

INDICATORS	ABM WEIGHTED MEAN	ABM STANDARD DEVIATION	GAS WEIGHTED MEAN	GAS STANDARD DEVIATION	TOTAL WEIGHTED MEAN	TOTAL STANDARD DEVIATION	VERBAL INTERPRETATION
1. I have received career guidance to help me in choosing the right course for college.	2.65	0.812	2.79	1.262	2.73	1.092	MODERATE INFLUENCE
2. I have attended seminars intending to broaden my knowledge about the many career routes available to me following senior high school.	2.63	1.090	3.13	0.847	2.92	0.986	MODERATE INFLUENCE
3. I get a better choice after attending seminars and guidance programs to help me with possible pathways after senior high school.	2.89	1.132	3.13	0.929	3.03	1.023	MODERATE INFLUENCE
4. I gain professional advice in improving my decisions with the course/path I am going to take.	2.95	0.913	3.20	0.967	3.10	0.949	MODERATE INFLUENCE
5. I have been influenced by selecting an appropriate educational pathway for me.	3.06	0.721	3.14	1.066	3.11	0.933	MODERATE INFLUENCE
AVERAGE WEIGHTED MEAN					2.978		MODERATE INFLUENCE

Table 4 highlighted the influence of guidance and counseling on students' understanding of educational pathways, with an overall average mean of 2.978, indicating a moderate influence.

Table 5. Extent of Support and Resources Provided by School

INDICATORS	ABM WEIGHTED MEAN	ABM STANDARD DEVIATION	GAS WEIGHTED MEAN	GAS STANDARD DEVIATION	TOTAL WEIGHTED MEAN	TOTAL STANDARD DEVIATION	VERBAL INTERPRETATION
1. There are free career guidance development services in my school.	3.76	1.082	3.20	1.180	3.44	1.168	AGREE
2. There are seminars and one-on-one talks with the guidance personnel regarding career choices.	2.66	0.848	2.86	1.066	2.77	0.981	NEUTRAL
3. There is a decided path based on financial factors and university availability.	3.10	0.762	2.88	0.842	2.97	0.813	NEUTRAL
4. There is a given time for career talks without interfering with other subjects.	3.10	1.003	2.96	1.113	3.02	1.067	NEUTRAL
5. There is a relaxed atmosphere for discussing career concerns and issues about one's career as the guidance personnel is professional and skilled with the job.	2.82	0.915	3.44	1.057	3.18	1.042	NEUTRAL
6. The school administrators encourage the students to avail the career guidance development services.	3.15	0.865	3.00	1.006	3.06	0.948	NEUTRAL
7. There is enough budget from the school to sustain the free services of career guidance.	2.89	1.073	2.92	1.020	2.90	1.039	NEUTRAL
AVERAGE WEIGHTED MEAN			3.05				NEUTRAL

Table 5 evaluated the extent of support and resources provided by the school for career guidance development, with an overall average mean of 3.05, indicating a neutral interpretation.

Discussion

1. Guidance and counseling on senior high school student's choice of college courses regarding career information, skills assessment, job market trends, and educational pathways has a moderate influence. It indicates that guidance and counseling contribute to students' career choices, but there is still room to intensify its impact.
2. The extent of support and resources for career guidance development offered by the school is neutral. This suggests that it is neither strongly available nor entirely missing.
3. Based on the study's results, policy recommendations and program improvement plans must be developed. It is necessary to intensify the influence of guidance and counseling and to enhance all available resources.

Reference

ABM Strand Jobs: Possible Career Paths for ABM Students. (n.d.). CIIT Philippines. Retrieved June 17, 2024, from <https://www.ciit.edu.ph/abm-strand-jobs-list/>

Abubakar, I. A. (2019). *Career Guidance, Participation of Students and its Implication for Kano, Nigeria.* Malaysian Online Journal of Educational Sciences.

Almario, O. (2021, December). Factors affecting the career choice decision of SHS in Central Luzon. [10.46360/cosmos.mgt.420212011](https://doi.org/10.46360/cosmos.mgt.420212011)

Amoah, S. A., Kwofie, I., & Kwofie, F. A. (2019). *The School Counselor and Students' Career Choice in High School: The Assessor's perspective in a Ghanaian Case, Vol.6.*

Angoya, M. (2023, April 25). *LIST: Career Paths for GAS Students.* Candymag.com. Retrieved June 17, 2024, from https://www.candymag.com/lifestyle/career-paths-for-gas-students-a1790-20230425#google_vignette

Avilar, T. (2020, May 20). *What is a Skills Assessment and Why is it Important?* The Avilar Blog. Retrieved June 18, 2024, from <https://blog.avilar.com/2020/05/20/what-is-a-skills-assessment-and-why-is-it-important/>

Awinsong, M., Dawson, O., & Gidiglo, B. (2019, October). *Students' Perception of the Role of Counsellors in the Choice of a Career: a study of the Mfantseman*

Municipality in Ghana. International Journal of Learning, Teaching and Educational Research. Vol. 13, No. 3, 79-99.

Baloch, R. S., & Shah, N. (2019, April). *The significance of awareness about selection and recruitment processes in students' career decision making, 10.*

Bance, L. O. (2023). *Philippines. Report on Career Development in the Philippines.* Retrieved October 26, 2024, from <https://asiapacificcda.org/philippines-information/>

Bernal, K. D. (2023, September). *Unemployment as a Social Problem in the Philippines.*

Bingöl, B. (2024, May 1). *The Importance Of Staying Current With Industry Trends.* Sertifier. Retrieved June 18, 2024, from <https://sertifier.com/blog/staying-current-with-industry-trends/>

Brandford, S. A., & Bubari, H. U. (2023, August). *Investigating Barriers to Effective Career Counseling Services in Taraba State's Secondary Education, 3.*

Care, E. & Scoular, C. (2016). Careers Guidance Directions. Report to the Basic Education Sector Transformation (BEST). Assessment Curriculum and Technology Research Centre (ACTRC). Melbourne and Manila.

Cherry, K. (2023, October 31). *Myers-Briggs Type Indicator: The 16 Personality Types.* Verywell Mind. Retrieved October 24, 2024, from <https://www.verywellmind.com/the-myers-briggs-type-indicator-2795583>

Dizon, J. M., Martes, R., Tagulinao, E. K., Bunagan, C. A., Estigoy, Z., Rimorin, G. A., & Wal, T. J. (2022, May). *Factors Influencing the Career Decision of Grade 12 STEM Students.*

Guide, S. (2024, May 16). *Unlocking the Secrets: Factors Influencing Your Career Choice.* LinkedIn. Retrieved June 18, 2024, from <https://www.linkedin.com/pulse/unlocking-secrets-factors-influencing-your-career/>

Harper, J. (2024, August 18). *Strong Interest Inventory Assessment: Career Test Guide.* Indeed. Retrieved October 24, 2024, from <https://www.indeed.com/career-advice/finding-a-job/strong-interest-inventory-assessment>

How Guidance Counselors Help Students Decide on a Career Path / OLLU. (2021, March 4). Our Lady of the Lake University Online Degrees. Retrieved June 16, 2024, from <https://onlineprograms.ollusa.edu/resources/article/counselors-help-students-career/>

Intad, D. B. (2021, January). Determinants of career paths among Grade 12 students, Division of Agusan del Norte, Philippines, 8.

Jackson, D., & Wilton, N. (2016). Career choice status among undergraduates and the influence of career management competencies and perceived employability. *Journal of Education and Work, 30*(5), 552–569.

<https://doi.org/10.1080/13639080.2016.1255314>

Jacobson, S. (2023, March). *Wrong Career Path got you Down? Why it Happened and What to Do Now*. Retrieved May 31, 2024 from <https://www.harleytherapy.co.uk/counselling/wrong-career-path#:~:text=And%20the%20wrong%20career%20path,can%20take%20on%20our%20relationships%20>

Jefferson, C. (2023, November). *Career Path Definition and 12 Steps to Pave Yours (+Examples)*. BetterUp. Retrieved May 29, 2024, from <https://www.betterup.com/blog/career-path>

Kazi, A. S., & Akhlaq, A. (2019, December). *Factors affecting students' career choice*, Vol. 2, 187-196.

Kiran, D. (2021, November). *Impact of External Influences on Career Choices*. Retrieved June 18, 2024, from <https://dishakiran.com/2021/11/11/impact-of-external-influences-on-career-choices/>

Krumboltz, J. D. (2024). *Career Beliefs Inventory*. Mind Garden. Retrieved October 24, 2024, from <https://www.mindgarden.com/78-career-beliefs-inventory>

Lagon, H. M. (2023, June 15). *Neglected futures: The career guidance crisis in the Philippines*. Daily Guardian. Retrieved October 26, 2024, from <https://dailyguardian.com.ph/neglected>

[-futures-the-career-guidance-crisis-in-the-philippines/](https://doi.org/10.1080/13639080.2016.1255314)

Meddour, H., Abdo, A. A., Majid, A. H., Auf, M. A., & Aman, A. M. (2019). Factors affecting career choice among undergraduate students in universities Indonesia. *International Journal of Economic Perspectives*, 10(4), 630-644.

Mutanga, M. B., Piyose, P. X., & Ndovela, S. L. (2023, September). *Factors Affecting Career Preferences and Pathways: Insights from IT Students*, 5. *Journal of Information Systems and Informatics*. 10.51519/journalisi.v5i3.556

Rastogi, A. (2024, May 2). *Importance of Career Guidance For Students: Need & Importance / iDC*. iDreamCareer. Retrieved June 15, 2024, from <https://idreamcareer.com/blog/importance-of-career-guidance/>

Refugia, J.N. (2021). *Employment Status and the Challenges Encountered by Criminology Graduates*. *International Journal of Educational Management and Development Studies*, Volume 2, Issue 3, pp. 101 - 120.

Rodliyatun, M., Sutrisno, S., Salaeh, A., & Iqdam, M. N. (2022, December). *School Counselors' Efforts in Implementing Career Guidance Services*. 10.18326/pamomong.v3i2.85-98

Rojewski, J., & Xing, X. (2019, August). *Family Influences on Career Decision-Making Self-Efficacy of Chinese*

Secondary Vocational Students, Vol. 21, p. 48–67.

Shaw, K. (2019, February). *The one simple career question you should be asking your children from (almost) any age.* Retrieved May 31, 2024 from <https://www.linkedin.com/pulse/one-simple-career-question-you-should-asking-your-children-kelly-shaw>

Shellye. (2023, March 6). *How do Internal Factors Influence your Career Path?* Shellye. Retrieved June 18, 2024, from <https://www.shellye.opengrowth.com/article/how-do-internal-factors-influence-your-career-path>

Sultana, T., and Mahmud, M. (2020). Exploring the influential stimulators of career choice: an empirical assessment by exploratory factor analysis. *Asian Journal of Empirical Research*, 10(2), 137-149.

The Academic City School. (n.d.). *The Academic City School.* Retrieved June 15, 2024, from

<https://theacademiccity.com/blog/Why-Should-Career-Guidance-Be-Given-at-a-Young-Age>

Topper A., Chism M. (2023, November). *Career Development Theories / Examples & Application.* Retrieved May 31, 2024 from <https://study.com/learn/lesson/career-development-theories-vocational-guidance.html>

Twumasi P., Emeto T., Lindsay D., et. al. (2019, July). *A Systematic Review of Factors That Influence Youths Career Choices—the Role of Culture.* Retrieved May 31, 2024 from <https://www.frontiersin.org/articles/10.3389/feduc.2018.00058/full>

Vinney, C. (2022, August 2). *What Is the Keirsey Temperament Sorter?* Verywell Mind. Retrieved October 24, 2024, from <https://www.verywellmind.com/what-is-the-keirsey-temperament-sorter-5199761>