

Career Decision-Making Self-Efficacy and Academic Motivation Among Senior High School Students: Basis for An Enhanced Career Guidance Program

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ABSTRACT: This study investigated the relationship between career decision-making self-efficacy and academic motivation among Senior High School students, considering the potential influence of demographic factors such as age, sex, grade level, and academic strand. A total of 128 students from various strands participated, responding to validated self-report questionnaires. Data were analyzed using descriptive statistics, Pearson correlation, and significance testing. Results revealed that students generally exhibited high confidence in their career decision-making abilities and demonstrated positive levels of intrinsic and extrinsic motivation. Significant positive relationships were found between self-appraisal, goal selection, and planning with intrinsic motivation, indicating that students who are confident in evaluating themselves, setting career goals, and planning actionable steps are more likely to engage in learning for personal satisfaction and mastery. Conversely, occupational information and problem-solving were not significantly related to any dimension of academic motivation. Additionally, demographic factors were found to have no significant impact on either career self-efficacy or academic motivation. These findings underscore the importance of integrating career guidance, goal setting, and planning interventions to strengthen students' intrinsic motivation and support informed academic and career decision-making, ultimately promoting academic engagement and future career readiness.

KEYWORDS: Career Decision-Making Self-Efficacy, Academic Motivation, Senior High School Students, Intrinsic Motivation.

I. INTRODUCTION

The Senior High School (SHS) represents the highest level of secondary education in many countries with the goal of equipping students with deeper academic knowledge and important life skills. In the Philippines, it is the important last two years in secondary basic education or K to 12 educational systems. These two crucial grade levels are called the Grade 11 and 12 which requires students to make important choices in choosing their track whether it is in academics, technical-vocational, or entrepreneurship. Senior High School students as graduating individuals are in the phase that is dedicated in creating their final decision for their future career. Senior Program in Basic Education began in the year 2012 across the country. The goal of this program is to prepare the students for their own future by teaching them information and training their abilities that they must possess and improve for higher education, employment, and entrepreneurship.

As young as sixteen, these students were given the right to choose their preferred suitable track that aligns to their interests and skills which will be useful for their future academic and professional careers. However, many senior high students are enrolled without the proper knowledge of their own interest, skills, ability, and future plans. As a result, prevalent concerns among the students such as career uncertainty, lack of confidence in class, strand mismatch, and unstable academic motivation are linked to their capacity to make good choices regarding their career.

In the presence of career guidance programs in schools, along with orientation, learning materials, counseling and consultation, existing portfolios, and curriculum exit tracking system, it still faces undeniable and persistent challenges. These challenges include a shortage of professional guidance counselors, heavy reliance on non-professional career advocates with insufficient knowledge, poor participation of students during the orientation, few learning resources connected to the Career Guidance Program (CGP), and incomplete student portfolios. And because of these challenges, students report confusion about their career plans and feel unprepared for their future (Gallarin & Olua, 2023).

Many studies have examined career decision-making, self-efficacy, and academic motivation separately, but only limited research explores how these factors interact and affects the career decision-making of senior high school students. The existing

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career guidance programs mostly focus on providing necessary career information to learners rather than addressing the psychological and motivational factors that greatly affect their career life choices. Additionally, there is insufficient local research about whether the senior high school students have enough self-efficacy and academic motivation to make informed career decisions. And because of this gap, educational institutions may not have enough necessary evidence-based knowledge for designing and enhancing career guidance programs that are focused on students' need. This study aims to investigate the level of career decision-making self-efficacy and academic motivation among the senior high school students to provide an evidence-based foundation for developing an enhanced career guidance program tailored to the learners' needs. The study also seeks to identify the relationship between career decision-making self-efficacy and academic motivation, including both intrinsic and extrinsic factors, among these students. Ultimately the results of this study will be valuable for it may provide a significant contribution to the overarching goal of creating a safe and secure, nurturing, and encouraging learning environment. A community that will offer students not only a structured program to ensure they are well-prepared for their future but also supports their academic, social, and emotional success.

Research Question

Generally, the main purpose of the study is to determine the relationship between the level of career decision-making self-efficacy and academic motivation among Grade 11 and Grade 12 students in the academic strand for the academic year 2025 – 2026. The findings will serve as the basis for an enhanced Career Guidance Program.

Specifically, it seeks to answer the following research questions:

1. What is the demographic profile of the Senior High School students in terms of:
 - 1.1 Age;
 - 1.2 Sex;
 - 1.3 Grade level; and
 - 1.4 Academic Strand?
2. What is the level of the students' career decision-making self-efficacy in terms of:
 - 2.1 Self-appraisal;
 - 2.2 Occupational information;
 - 2.3 Goal selection;
 - 2.4 Planning; and
 - 2.5 Problem-solving?
3. What is the level of the students' academic motivation in terms of:
 - 3.1 Intrinsic motivation;
 - 3.2 Extrinsic motivation; and
 - 3.3 Amotivation?
4. Is there a significant difference in career decision-making self-efficacy when students are grouped according to their demographic profile (age, sex, grade level, and academic strand)?
5. Is there a significant difference in academic motivation when students are grouped according to their demographic profile (age, sex, grade level, and academic strand)?
6. Is there a significant relationship between the dimensions of CDMSE and the dimensions of academic motivation?
7. What enhanced Career Guidance Program may be proposed based on the results of the study?

II. SCOPE AND LIMITATION OF THE STUDY

This research focuses on investigating the level and dimensions of Career Decision-Making Self-Efficacy and Academic Motivation among Senior High School students in Mater Dei Academy of Tagaytay Inc. for the year 2025 – 2026. It will also concentrate on describing the students' demographic profile, determining the significant difference in the variables when grouped by profile (age, sex, grade level, and academic strand), establishing the significant relationship between career decision-making self-efficacy and academic motivation, and using the finding in proposing and developing an enhanced career guidance program.

This study is subject to certain limitations that must be taken into consideration when interpreting its results. Firstly, the research investigation will be conducted to a single institution, Mater Dei Academy of Tagaytay Inc. Thus, results will therefore primarily represent the experiences of students within this specific academic environment. Since the study is limited and conducted to one school, the results may not be broadly applicable or generalizable to students in other schools, whether in Tagaytay City, the surrounding areas, or in different places where social, cultural, and institutional contexts may differ significantly.

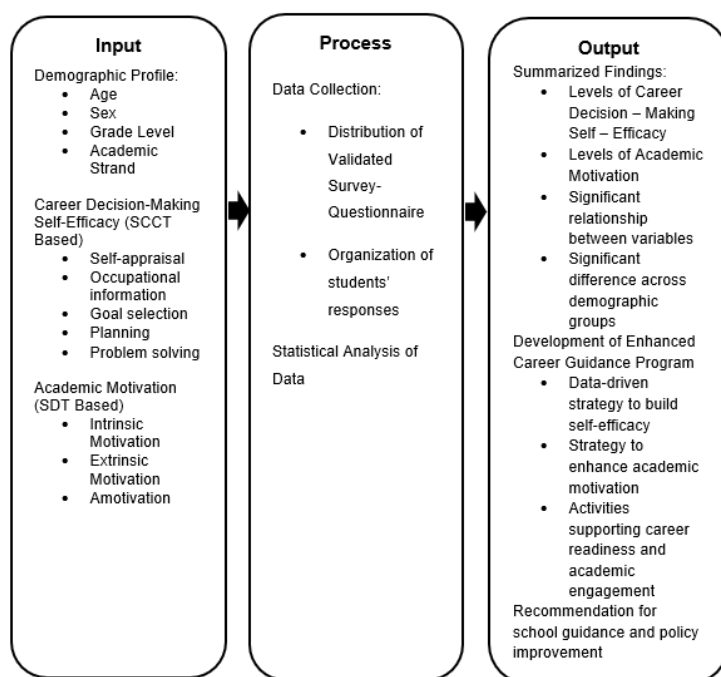
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In addition, the scope of the study is restricted to senior high school students only specifically Grade 11 and 12. It will not include learners from other educational levels, such as elementary pupils or junior high school students. These groups may also experience career indecisiveness, and its effects may be entirely different in ways from other senior high school students, but such differences and perspectives will not be explored in this research.

The study will also delimit its focus to specific variables. While it seeks to determine the relationship between career decision-making self-efficacy and academic motivation, it will not extend its investigation to other known factors that may also influence career choice. For instance, elements such as socioeconomic status (SES) and intelligence quotient (IQ), or school resources. However, these are intentionally excluded from the study in order to maintain a more focused and manageable scope.

Therefore, the results of this study will be confined to the identified population and variables. They will serve as a representation of the experiences of senior high school students at Mater Dei Academy of Tagaytay Inc., specifically regarding the confidence and learning engagement or academic motivation challenges the learners face. While these findings may provide meaningful insights, these should be interpreted with caution when applied to broader or different contexts.

FRAMEWORK



The input stage starts with data collection. Validated questionnaire will be distributed. It also consists of the information needed to be gathered for this study, such as the students' demographic profile (age, sex, grade level, and academic strand), their levels of career decision-making self-efficacy, and their academic motivation level. These variables are based on the two major theories that is essential and connected to the study.

The Social Cognitive Career Theory (SCCT) by Lent, Brown, and Hackett is the first theory that is given an importance to this study as it emphasizes how self-efficacy can be the center of a person's ability to finish tasks and make good decisions. In the context of this study, career decision-making self-efficacy is evaluated using the known dimensions of self-appraisal, occupational information, goal selection, planning, and problem solving.

Self-Determination Theory (SDT) by Deci and Ryan will also be the basis for the level of academic motivation through the application of intrinsic motivation, extrinsic motivation, and amotivation, which will allow the study to explore the factors that motivate the students' academic engagement.

The process emphasizes the systematic procedures that will be use to analyze the inputs. The process starts with the data collection procedure where the validated survey-questionnaires will be distributed to the respondents for the purpose of collecting important data and evidence directly from senior high students. Followed by organization of students' responses which will then be processed for statistical analysis of data.

Through this process, the study will be able to describe the levels of each variable, determine the relationships between them, and examine whether differences exist among the demographic groups.

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The output consists of the summarized findings and interpretation of results which includes the identified levels of career decision-making self-efficacy and academic motivation, the relationship between these variables, and any significant differences when respondents are grouped by demographic profile. The outcome of the framework serves as evidence-based for the development and enhancement of Career Guidance Program tailored to the needs of the students.

The Enhanced Career Guidance Program will include specific components, features, and strategies that are based on the identified strengths, weaknesses, and relationships between career decision-making self-efficacy and academic motivation which can establish a data-driven basis for the improvement of career counseling services for Senior High School students.

The research also presents school guidance and policy recommendations that can be institutionalized to improve and continually support student motivation and career readiness.

Research Design

The research utilized a quantitative research design, specifically a descriptive-correlational design, to describe the current levels of and relationship between Variable A (Career Decision-Making Self-Efficacy) and Variable B (Academic Motivation) among Senior High School students. The correlational approach was chosen because the study sought to determine whether a significant relationship exists between Variable A and Variable B. In addition, the descriptive component was used to determine the existing levels of both variables among the respondents.

Correlational studies differ from comparative studies in that the researcher does not control the assignment of participants to groups or administer specific interventions. Instead, the researcher identifies two or more variables and examines the statistical relationships among them as they naturally occur. In this study, the variables under investigation are referred to as Variable A and Variable B rather than as independent and dependent variables, since the purpose is to determine association rather than causation. Lau (2017) explained that correlational research examines potential relationships among variables by measuring them simultaneously and analyzing their associations.

This type of research design is efficient and practical because data are collected at a single point in time from a sample of the target population. It allows the researcher to analyze multiple characteristics and determine the strength and direction of the relationship between Variable A and Variable B using statistical tools such as descriptive statistics and correlation analysis.

Furthermore, correlational research is commonly used to identify patterns and measure the degree of association between variables. In this study, the design enabled the researcher to determine whether students with higher levels of Variable A (Career Decision-Making Self-Efficacy) also demonstrate stronger levels of Variable B (Academic Motivation). By examining the levels and relationship between these variables, the study provided a comprehensive understanding of students' confidence in making career-related decisions and their motivation to perform academically. The findings served as a basis for identifying areas where students may need additional support in career planning and academic engagement.

Research Instrument

In this study, the primary data collection tool was an instrument adapted and enhanced by the researcher. The instrument was adapted with proper citation and acknowledgement of the original author. The questionnaire was based on the Career Decision-Making Self-Efficacy scale by Betz and Taylor and the Academic motivation scale by Vallerand. This guarantees that the tool is based on earlier studies and tailored to the specific needs. A questionnaire is regarded as the most appropriate method since it provides for the systematic and efficient collecting of consistent responses from a particular number of participants. This guarantees that the collected data is readily comparable, measurable, and amenable to statistical examination. The questionnaire was organized into four sections, each of which will address a crucial area of the study.

Part 1 of the instrument gathered data concerning the senior high students' demographic profile. This will be composed of 4 items such as age, sex, grade level, and academic strand of the students. The respondents were asked to answer each item using the single select but may require them to write their current age.

Part 2 of the instrument elicited data regarding the level of career decision-making self-efficacy which has 5 sections including self-appraisal, occupational information, goal selection, planning, and problem-solving questions that were measured. This section has 5 questions each making a total of 25 items to provide more comprehensive descriptive data of career decision-making self-efficacy level. The respondents were asked to answer each item using five-point Likert scale (1= Not Confident to 5= Completely Confident).

Part 3 of the instrument will gather data about the students' level of academic motivation. It is composed of 3 sections including intrinsic, extrinsic, and amotivation which will have 5 questions each making a total of 15 items with a five-point Likert scale options (1= Strongly Disagree to 5= Strongly Agree).

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Part 4 of the instrument was an open-ended question about the students' recommended activities or programs that they think have helped them in making better decision regarding their career and stay academically motivated.

To ensure accurate data collection, the researcher used validated questionnaires related to the topic. Employing a survey approach has facilitated the collection of standardized data, enabling a more precise analysis of the levels of career decision-making self-efficacy and academic motivation as well as its relationship with each other.

Data Gathering Procedures

The process of collecting the data was conducted methodically to ensure research ethics, validity, and reliability are met throughout the study. The researcher will then submit a proper letter of request to the Mater Dei Academy of Tagaytay Inc. school principal or administrator requesting permission to conduct a study with students in Grades 11 and 12. The research title, objectives of the study, intended respondents, time frame, and ethical guarantees of confidentiality and voluntary permission was outlined in this letter. Subsequently, the researcher got the necessary approval or authorization from the relevant academic adviser.

After the approval, the researcher coordinated with the administrators of the school including the guidance counselor and class advisers of the senior high school to schedule a time for the gathering of data. The researcher provided the information regarding the purpose of the study and the respondents' role in order to achieve proper execution. Prior to data collection, the instrument was content and face validated by subject matter experts and pilot-tested with a small number of students to verify clarity, reliability, and appropriateness.

A consent form was also be provided to highlight voluntariness, confidentiality, and students' right before the distribution of the survey-questionnaire.

These documents were also outlined the study's objectives, the fact that participation is entirely optional, the assurance of confidentiality and anonymity, the expected time needed to finish the survey, and the freedom to withdraw from the study at any moment without incurring any fees. Only individuals who sign a consent form will be eligible to participate.

The researcher personally distributed the printed questionnaires within the classroom on the day of data collection, under the guidance and support of the class advisers. The respondents will have 15 to 20 minutes to complete their answers, and the researcher will stay on site to answer any queries or provide clarifications without affecting the answers. When completed, the surveys will be promptly gathered, verified for accuracy, and safely kept. To guarantee the validity of the analysis, forms that are incomplete or improperly completed will be excluded. The responses will then undergo organization, encoding, and statistical analytic preparation. Strict ethical guidelines will be followed during the process to safeguard each participant's rights and welfare.

Statistical Treatment

For the purpose of answering the research questions and evaluate the hypotheses, both descriptive and inferential statistics methods will be employed. This analysis aims to identify the relationship between the levels of carer decision-making self-efficacy and academic motivation of the senior highs school students.

Frequency and Percentage Distribution. For this study, frequency and percentage distribution shall be used to calculate and display the number and percentage of responses within the data set, presented through tables and graphs for clearer understanding.

For Research Questions 1, where it is sought to identify the demographic profile of the respondents according to age, sex, grade level, and academic strand, frequency and percentage is the standard analysis that must be used to properly show how respondents are distributed across each category.

Mean and Standard Deviation. For Research Question 2 – “What is the level of the students' career decision-making self-efficacy in terms of: a. Self-appraisal b. Occupational information c. Goal selection d. Planning e. Problem-solving?” – mean will reflect the respondents' overall assessment of the perceived level of career decision-making self-efficacy. The standard deviation will be used to evaluate how consistent or varied the respondents' levels of self-efficacy.

Likewise, Research Question 3, “What is the level of the students' academic motivation in terms of: a. intrinsic motivation, b. extrinsic motivation, and c. amotivation?” – will also use the mean to determine which type of motivation is leading and how strong each type of motivation is. A greater sense that students feel more confident in a particular aspect of career decision-making will be indicated by a higher mean score. However, the standard deviation will be utilized to determine how evenly or uniformly the responses are distributed. While a large standard deviation will show a wider variety of replies, a low standard deviation will suggest that respondents held similar levels of motivation.

Independent Samples t-test. For Research Question 4 - “Is there a significant difference in career decision-making self-efficacy when students are grouped according to their demographic profile (age, sex, grade level, and academic strand)?” –Independent

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Samples t-test will be used to compare the means of age, sex, grade level, and academic strand to the dimensions of career decision-making self-efficacy.

Similarly, For Research Question 5 – “Is there a significant difference in academic motivation when students are grouped according to their demographic profile (age, sex, grade level, and academic strand)?” – Independent Samples t-test will also be used to compare the means of age, sex, grade level, and academic strand with academic motivation.

Pearson’s r Correlation Coefficient. For Research Question 6, “Is there a significant relationship between the dimensions of career decision-making self-efficacy and the dimensions of academic motivation?” – Pearson’s r Correlation Coefficient will be utilized for this question to measure the strength and direction of the linear relationship between the two continuous variables. This method helps in determining whether the students’ confidence in making career decisions is related to how academically motivated they are.

III. RESULTS

This chapter presents the results and discussion on examining the relationship between career decision-making self-efficacy and academic motivation provides valuable insights into how students’ confidence in their career choices may influence their motivation to learn, and vice versa, highlighting areas where educators and guidance counselors can intervene to enhance both career preparedness and academic engagement.

1. What is the demographic profile of the Senior High School students in terms of age?

Table 1.1 Demographic Profile of the Senior High School students in terms of Age

Age	Frequency	Percentage
16 years old	37	28.91%
17 years old	55	42.97%
18 years old	34	26.56%
19 years old	2	1.56%
Total	128	100%

The age distribution of the respondents shows that the majority of the Senior High School students are 17 years old, with 55 students or 42.97% of the total respondents. This is followed by 16 years old students with 37 respondents (28.91%), and 18 years old students with 34 respondents (26.56%). Meanwhile, only 2 respondents or 1.56% are 19 years old, making it the least represented age group in the study. Overall, the results indicate that most of the respondents belong to the typical Senior High School age range of 16 to 18 years old, particularly those aged 17, which reflects the common age composition of students enrolled in Senior High School.

The results indicate that the majority of the respondents are 17 years old, comprising 42.97% of the total participants, followed by 16 years old (28.91%) and 18 years old (26.56%), while 19 years old (1.56%) represents the smallest group. This distribution suggests that most respondents are within the typical Senior High School age bracket, which commonly ranges from 16 to 18 years old in the Philippine K–12 education system.

The predominance of 17-year-old respondents may be attributed to the fact that many students are already in the middle or latter stage of Senior High School when they participate in school-based research activities. Furthermore, the very small proportion of 19-year-old respondents indicates that most students are progressing through their education without significant delays. Overall, the findings reflect a normal and expected age composition for Senior High School students.

The age distribution of the respondents implies that the participants are in the adolescent developmental stage, which is characterized by significant cognitive, emotional, and social growth. At this stage, students are more capable of forming opinions, expressing perceptions, and providing reliable responses in research surveys.

Because the majority of respondents are within the standard age range of Senior High School, the results of the study can be considered representative of the target student population. This also suggests that the responses gathered are likely influenced by shared experiences typical of adolescents in school settings, such as academic pressures, peer interaction, and identity development.

Additionally, the limited number of respondents aged 19 indicates that the study sample mainly reflects students who are on track academically, which may contribute to more consistent perspectives regarding the variables examined in the research.

The findings are consistent with existing literature regarding the typical age distribution of Senior High School students. According to recent educational data, the usual age range of students in Senior High School is between 16 and 18 years old, with many students commonly being 16 or 17 years old during Grade 11 and 17 or 18 years old during Grade 12.

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Similarly, a study on Senior High School students reported that most respondents were 17 years old, which is considered the normal age for Grade 11 learners under the Philippine K–12 curriculum.

Another study examining the demographic profile of Senior High School respondents also found that the majority of students were 18 years old and below, confirming that most participants in this educational level belong to the adolescent age group. These studies support the present findings, indicating that the age distribution of respondents in the current research aligns with the typical demographic structure of Senior High School populations.

Table 1.2 Demographic Profile of the Senior High School students in terms of Sex

Sex	Frequency	Percentage
Male	50	39.06%
Female	78	60.94%
Total	128	100%

In terms of sex, the findings reveal that female students comprise the majority of the respondents, accounting for 78 students or 60.94% of the total sample. On the other hand, male students represent 50 respondents or 39.06%. This distribution indicates that females are more represented among the participants of the study compared to males. The results suggest that the responses gathered in the study are largely influenced by the perspectives of female Senior High School students.

The data show that female students constitute the majority of the respondents, with 78 students or 60.94%, while male students account for 50 respondents or 39.06% of the total sample. This indicates that female students are more represented in the study compared to their male counterparts. The higher participation of female respondents may be due to a greater number of female students in the selected group or their greater willingness to participate in survey-based research.

Furthermore, the findings suggest that the overall results of the study may reflect more strongly the perceptions, experiences, and viewpoints of female Senior High School students. Despite this, the presence of male respondents still provides a meaningful comparison of perspectives within the study population.

The sex distribution implies that the study's findings may be more influenced by female perspectives, particularly in how the respondents perceive or experience the variables being examined. Since females make up a larger portion of the respondents, their attitudes, behaviors, and experiences may have a stronger impact on the overall results and interpretations of the study.

However, the inclusion of both male and female participants ensures that the research still reflects diverse viewpoints within the student population. This sex representation can also provide useful insights into possible differences in perceptions or experiences between male and female students. Understanding these differences may help educators and researchers develop more sex-responsive programs, policies, or interventions that address the needs of all students.

The findings are consistent with several studies indicating that female students often outnumber male students in survey participation, particularly in educational and social research. According to Smith (2023), female students are generally more likely to participate in academic surveys and research activities, which often results in a higher representation of females in educational studies.

Similarly, Garcia and Santos (2024) found that female Senior High School students showed greater willingness to engage in school-related research and questionnaires compared to male students, leading to a higher proportion of female respondents in their study.

In addition, Lopez (2022) noted that sex differences in participation rates are common in educational research, as female students tend to demonstrate higher levels of cooperation and responsiveness in academic activities, including research participation. These findings support the present study's result that female respondents comprise the majority of the participants.

Table 1.3 Demographic Profile of the Senior High School students in terms of Grade level

Grade Level	Frequency	Percentage
Grade 11	81	63.28%
Grade 12	47	36.72%
Total	128	100%

With respect to grade level, the data show that most of the respondents are from Grade 11, with 81 students or 63.28% of the total sample. Meanwhile, 47 respondents or 36.72% are Grade 12 students. This indicates that the majority of the participants are in the earlier stage of their Senior High School education. The results imply that the study largely reflects the experiences and perspectives of Grade 11 students, who comprise the greater proportion of the respondents.

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The findings reveal that the majority of the respondents are Grade 11 students, comprising 81 respondents or 63.28% of the total sample, while Grade 12 students account for 47 respondents or 36.72%. This indicates that a larger portion of the participants are in the earlier stage of their Senior High School education.

The higher number of Grade 11 respondents may be attributed to their greater availability or participation during the data collection period. Additionally, Grade 11 students often make up a larger population in many Senior High School settings because they represent the incoming cohort of the SHS program. As a result, the findings of the study are more reflective of the experiences, perceptions, and viewpoints of Grade 11 students compared to those of Grade 12 students.

The grade level distribution suggests that the overall findings of the study may be influenced more strongly by the perspectives of Grade 11 students, as they represent the majority of the respondents. Since Grade 11 students are still adjusting to the demands and expectations of Senior High School, their responses may reflect experiences related to adaptation to academic workload, new learning environments, and developing academic skills.

Meanwhile, Grade 12 students, who are already in the final stage of Senior High School, may have different experiences such as greater academic pressure, preparation for college or employment, and completion of graduation requirements. Therefore, the difference in grade level representation may influence the overall interpretation of the results. Nevertheless, the inclusion of both grade levels still provides valuable insights into the perspectives of students across the Senior High School program.

The results are consistent with previous studies indicating that Grade 11 students often comprise a larger portion of respondents in Senior High School research. According to Reyes (2023), Grade 11 students frequently participate in school-based studies because they represent the first level of the Senior High School program and are often more available during research activities conducted within the academic year. Similarly, Dela Cruz and Mendoza (2024) reported that Grade 11 students made up the majority of respondents in their research on student experiences in Senior High School, noting that these students are still in the adjustment phase of the K–12 Senior High School curriculum.

In addition, Santos (2022) emphasized that Grade 11 students often provide valuable insights in educational research because they are in the process of transitioning from junior high school to a more specialized academic track, which influences their perceptions of school programs and learning experiences. These findings support the current study's result that Grade 11 students represent the largest proportion of respondents.

Table 1.4 Demographic Profile of the Senior High School students in terms of Academic Strand

Academic Strand	Frequency	Percentage
STEM	93	72.66%
ABM	21	16.41%
HUMSS	14	10.94%
Total	128	100%

In terms of academic strand, the results reveal that the majority of the respondents are enrolled in the STEM (Science, Technology, Engineering, and Mathematics) strand, with 93 students or 72.66% of the total respondents. This is followed by the ABM (Accountancy, Business, and Management) strand with 21 students or 16.41%, while the HUMSS (Humanities and Social Sciences) strand has the smallest representation with 14 respondents or 10.94%. These findings indicate that most of the participants come from the STEM strand, suggesting that the responses are largely influenced by students pursuing science- and technology-oriented academic tracks.

The findings show that the majority of the respondents are from the STEM (Science, Technology, Engineering, and Mathematics) strand, comprising 93 students or 72.66% of the total sample. This is followed by the ABM (Accountancy, Business, and Management) strand with 21 respondents or 16.41%, while the HUMSS (Humanities and Social Sciences) strand has the smallest representation with 14 respondents or 10.94%. This distribution indicates that most of the participants in the study are pursuing science- and technology-oriented academic tracks. The higher number of STEM respondents may be attributed to the larger enrollment in the STEM strand in many Senior High School institutions, as well as the increasing interest of students in science, technology, and engineering-related fields. Consequently, the overall responses of the study may largely reflect the academic perspectives and experiences of STEM students.

The predominance of STEM students among the respondents implies that the results of the study may be more reflective of the learning experiences, academic demands, and perspectives associated with the STEM strand. STEM students are often exposed to subjects that require analytical thinking, problem-solving skills, and strong academic engagement, which may influence how they respond to the variables examined in the study. Meanwhile, the smaller representation of ABM and HUMSS students suggests that their perspectives may have less influence on the overall findings. Nevertheless, their inclusion remains important in providing a broader understanding of the responses across different academic tracks. This distribution highlights the importance of

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considering strand diversity in future studies to ensure a more balanced representation of students from various academic specializations.

The findings are consistent with previous research indicating that the STEM strand often has a higher number of enrolled students in Senior High School programs. According to Torres (2023), many Senior High School students prefer the STEM strand because it provides strong preparation for careers in science, engineering, medicine, and technology-related fields.

Similarly, Garcia and Ramos (2024) reported that STEM students frequently dominate the respondent population in educational studies due to their higher enrollment rates and strong participation in academic activities. Their research noted that STEM learners tend to demonstrate greater engagement in analytical and research-oriented tasks.

Furthermore, Villanueva (2022) emphasized that students in the STEM strand are often exposed to rigorous academic training that develops critical thinking and problem-solving abilities, which may influence their academic perceptions and responses in research. These findings support the current study's result that STEM students constitute the majority of the respondents.

2. What is the level of the students' career decision-making self-efficacy in

terms of: Self-appraisal?

Table 2.1 Level of the Students' Career Decision-making Self-efficacy in terms of Self-appraisal

Indicators <i>How confident are you that you can.....</i>	MEAN	VI
1. Identify your strengths and abilities when choosing a career.	3.33	MC
2. Recognize your weaknesses and areas for improvement.	3.69	VC
3. Describe your personal interests related to future jobs.	3.78	VC
4. Assess what activities you enjoy or dislike.	4.09	VC
5. Evaluate your personality traits and how they fit career paths.	3.57	VC
General Assessment	3.69	VC
Legend: 4.21 – 5.00 Completely Confident (CC) 3.41 – 4.20 Very Confident (VC) 2.61 – 3.40 Moderately Confident (CM) 1.81 – 2.60 Slightly Confident 1.00 – 1.80 Not Confident (NC)		

The results show that the general mean of 3.69 with a verbal interpretation of Very Confident indicates that students generally perceive themselves as capable of evaluating their personal characteristics when making career decisions. The highest mean of 4.09 with a verbal interpretation of Very Confident was obtained by the indicator "Assess what activities you enjoy or dislike," suggesting that students are particularly confident in identifying their preferences and interests related to career choices. Meanwhile, the lowest mean of 3.33 with a verbal interpretation of Moderately Confident was observed in the indicator "Identify your strengths and abilities when choosing a career," implying that although students have some level of confidence in recognizing their capabilities, they may still need guidance in clearly identifying their personal strengths for career decision-making.

The results reveal that the general mean of 3.69, interpreted as Very Confident, indicates that the students generally perceive themselves as capable of evaluating their personal characteristics when making career decisions. This suggests that most respondents possess a positive level of self-awareness regarding their interests, preferences, and personal qualities that may influence their career choices. Self-evaluation is an essential component of career decision-making, as it allows students to align their personal attributes with potential career paths. Among the indicators, the statement "Assess what activities you enjoy or dislike" obtained the highest mean of 4.09, interpreted as Very Confident. This implies that students are particularly confident in identifying their interests and preferences, which are important factors in determining suitable career options. On the other hand, the indicator "Identify your strengths and abilities when choosing a career" obtained the lowest mean of 3.33, with a verbal interpretation of Moderately Confident. This suggests that although students have some awareness of their strengths, they may still experience uncertainty in fully recognizing or evaluating their abilities in relation to career choices.

The findings imply that while students generally demonstrate high confidence in understanding their interests and preferences, they may still require additional support in identifying and developing their personal strengths and competencies. Recognizing one's abilities is a critical step in effective career decision-making because it helps students match their skills with appropriate academic and career pathways. The relatively lower confidence in identifying strengths highlights the importance of career guidance programs, counseling services, and self-assessment activities within schools. Educators and guidance counselors can implement programs such as career assessment tests, skills inventories, and career exploration workshops to help students gain a clearer understanding of their abilities and potential career opportunities. Strengthening students' self-awareness may lead to more informed and confident career choices in the future.

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The findings are supported by the Career Construction Theory of Mark Savickas, which emphasizes that self-awareness and personal reflection play an important role in the process of career development. According to Savickas (2023), students who possess a strong understanding of their interests and personal characteristics are more likely to make effective career decisions. Similarly, Brown and Lent (2022), through the Social Cognitive Career Theory, explain that self-confidence in personal abilities significantly influences career decision-making and career choice behavior among students. Their study highlights that students who are confident in evaluating their interests and preferences tend to show stronger motivation in pursuing their chosen career paths.

In addition, a recent study by Garcia and Santos (2024) found that Senior High School students often demonstrate higher confidence in identifying their interests than in assessing their strengths and skills. The researchers emphasized the need for structured career guidance programs to help students better recognize their competencies and align them with appropriate career opportunities. These findings support the present study, which shows that students are very confident in recognizing their interests but only moderately confident in identifying their strengths for career decision-making.

Table 2.2 Level of the Students' Career Decision-making Self-efficacy in terms of Occupational Information

Indicators <i>How confident are you that you can.....</i>	MEAN	VI
1. Find information about different occupations.	3.36	MC
2. Compare careers based on responsibilities, requirements, and work environment.	3.50	VC
3. Understand the skills needed for careers you are interested in.	3.83	VC
4. Look for reliable sources of career-related information.	3.61	VC
5. Identify job opportunities related to your chosen track or strand.	3.76	VC
General Assessment	3.61	VC
Legend: 4.21 – 5.00 Completely Confident (CC) 3.41 – 4.20 Very Confident (VC) 2.61 – 3.40 Moderately Confident (CM) 1.81 – 2.60 Slightly Confident 1.00 – 1.80 Not Confident (NC)		

The findings indicate that the general mean of 3.61 with a verbal interpretation of Very Confident reflects that students are generally confident in gathering and understanding information related to different career opportunities. The highest mean of 3.83 with a verbal interpretation of Very Confident corresponds to the indicator “Understand the skills needed for careers you are interested in,” which suggests that students have a strong awareness of the competencies required for their desired professions. On the other hand, the lowest mean of 3.36 with a verbal interpretation of Moderately Confident was found in the indicator “Find information about different occupations,” indicating that although students possess some ability to explore career options, they may still need additional support or resources to improve their access to occupational information.

The results show that the general mean of 3.61, interpreted as Very Confident, indicates that students generally feel capable of gathering and understanding information related to various career opportunities. This suggests that most respondents possess a positive level of confidence in exploring career-related knowledge and identifying the requirements of different professions. Having access to career information plays an important role in helping students make informed decisions about their future educational and professional paths. Among the indicators, the statement “Understand the skills needed for careers you are interested in” obtained the highest mean of 3.83, with a verbal interpretation of Very Confident. This implies that students are particularly confident in recognizing the competencies and qualifications required for their preferred careers. In contrast, the indicator “Find information about different occupations” received the lowest mean of 3.36, interpreted as Moderately Confident. This suggests that while students have some ability to search for career information, they may still encounter challenges in accessing reliable sources or exploring a wider range of occupational options.

The findings imply that although students demonstrate strong confidence in understanding the skills required for their desired careers, they may still need additional support in accessing and exploring comprehensive occupational information. Limited access to career resources or insufficient exposure to various professions may restrict students’ awareness of the diverse opportunities available to them. This highlights the importance of strengthening career guidance and counseling programs in schools. Activities such as career orientation seminars, career fairs, mentorship programs, and access to career information platforms can help students expand their knowledge of different occupations and improve their ability to gather relevant career information. Providing structured career exploration opportunities may enhance students’ confidence and enable them to make well-informed career decisions in the future.

The findings are supported by the Social Cognitive Career Theory developed by Robert Lent, Steven Brown, and Gail Hackett, which explains that access to information and confidence in understanding career requirements significantly influence students’ career decision-making processes. According to Lent and Brown (2022), students who are knowledgeable about the skills

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and competencies required in different professions tend to develop stronger career goals and clearer career paths. Similarly, Patton and McMahon (2023) emphasized that career exploration activities help students develop awareness of occupational opportunities and the qualifications required for different professions. Their research highlights that students often feel more confident in understanding career requirements once they are exposed to structured career guidance programs.

In addition, a recent study by Reyes and Dela Cruz (2024) found that Senior High School students generally show high confidence in recognizing the skills required for their preferred careers but may still face challenges in locating comprehensive occupational information. The researchers recommended strengthening school-based career counseling services to help students gain broader exposure to various career options. These findings support the present study, which shows that students are very confident in understanding career-related skills but only moderately confident in finding information about different occupations.

Table 2.3 Level of the Students' Career Decision-making Self-efficacy in terms of

Goal selection

Indicators <i>How confident are you that you can.....</i>	MEAN	VI
1. Decide on a career path that suits your interests and strengths.	3.65	VC
2. Select long-term goals related to your future job.	3.54	VC
3. Choose between career options when you feel uncertain.	3.27	MC
4. Prioritize career goals that are most important to you.	3.74	VC
5. Make decisions even when several career choices seem appealing.	3.39	MC
General Assessment	3.52	VC
Legend: 4.21 – 5.00 Completely Confident (CC) 3.41 – 4.20 Very Confident (VC) 2.61 – 3.40 Moderately Confident (CM) 1.81 – 2.60 Slightly Confident 1.00 – 1.80 Not Confident (NC)		

The results reveal that the general mean of 3.52 with a verbal interpretation of Very Confident suggests that students are generally confident in setting and prioritizing their career goals. The highest mean of 3.74 with a verbal interpretation of Very Confident was recorded for the indicator “Prioritize career goals that are most important to you,” indicating that students demonstrate strong confidence in determining which career objectives they value most. Conversely, the lowest mean of 3.27 with a verbal interpretation of Moderately Confident was obtained in the indicator “Choose between career options when you feel uncertain,” implying that students may experience some difficulty when faced with multiple career choices or uncertainty in decision-making.

The findings indicate that the general mean of 3.52, interpreted as Very Confident, suggests that students generally feel capable of setting and prioritizing their career goals. This reflects that many respondents already possess a clear sense of direction regarding their future aspirations and are able to identify goals that align with their personal interests and plans. Goal setting is an important aspect of career development because it helps students focus their efforts and make decisions that support their long-term professional objectives.

Among the indicators, “Prioritize career goals that are most important to you” obtained the highest mean of 3.74, with a verbal interpretation of Very Confident. This indicates that students are particularly confident in determining which career goals they consider most significant. In contrast, the indicator “Choose between career options when you feel uncertain” received the lowest mean of 3.27, interpreted as Moderately Confident. This suggests that although students are able to identify their goals, they may encounter some difficulty when faced with multiple career options or uncertainty in decision-making, which may require additional guidance and support.

The results imply that while students are generally confident in prioritizing their career goals, they may still need assistance in making final career decisions when confronted with uncertainty or competing options. This indicates that the process of career decision-making can become challenging when students must evaluate several possible career paths and determine which one best fits their abilities, interests, and future opportunities.

These findings highlight the importance of career counseling programs, decision-making workshops, and career exploration activities in schools. Guidance counselors and educators can support students by providing career assessment tools, structured decision-making strategies, and mentoring opportunities. Such initiatives can help students analyze different career alternatives, reduce uncertainty, and strengthen their confidence in making informed career choices.

The findings are supported by the Social Cognitive Career Theory proposed by Lent, Brown, and Hackett, which explains that students' confidence in their ability to set goals and make career decisions plays a significant role in shaping their career development. According to Lent and Brown (2022), individuals who possess strong goal-setting confidence are more likely to pursue clear career paths and remain motivated in achieving their professional aspirations.

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Similarly, Savickas (2023) emphasized in the Career Construction Theory that the ability to prioritize goals and make career-related decisions is an important component of career adaptability among adolescents. Students who are able to clarify their goals tend to show stronger commitment to their chosen career paths.

Furthermore, a recent study by Dela Cruz and Ramos (2024) found that many Senior High School students are confident in identifying their preferred career goals but often experience difficulty when choosing between several possible career options. The study recommended strengthening career guidance and decision-making programs in schools to help students manage uncertainty and make more confident career choices. These findings support the present study, which shows that students are very confident in prioritizing career goals but moderately confident when making decisions under uncertainty.

Table 2.4 Level of the Students' Career Decision-making Self-efficacy in terms of

Planning

Indicators <i>How confident are you that you can.....</i>	MEAN	VI
1. Create a step-by-step plan to reach your career goals.	3.46	VC
2. Identify the academic requirements of your chosen career.	3.72	VC
3. Seek guidance from teachers or counselors about career planning.	3.52	VC
4. Organize your time to prepare for future career needs.	3.37	MC
5. Set realistic timelines for accomplishing your goals.	3.44	VC
General Assessment	3.50	VC
Legend: 4.21 – 5.00 Completely Confident (CC) 3.41 – 4.20 Very Confident (VC) 2.61 – 3.40 Moderately Confident (CM) 1.81 – 2.60 Slightly Confident 1.00 – 1.80 Not Confident (NC)		

The data show that the general mean of 3.50 with a verbal interpretation of Very Confident indicates that students generally feel capable of planning steps toward achieving their career aspirations. The highest mean of 3.72 with a verbal interpretation of Very Confident was observed in the indicator “Identify the academic requirements of your chosen career,” suggesting that students are particularly confident in recognizing the educational qualifications needed for their desired professions. In contrast, the lowest mean of 3.37 with a verbal interpretation of Moderately Confident was noted for the indicator “Organize your time to prepare for future career needs,” which may imply that students still encounter challenges in managing their time effectively when preparing for their future careers.

The results indicate that the general mean of 3.50, interpreted as Very Confident, suggests that students generally feel capable of planning the necessary steps to achieve their career aspirations. This demonstrates that most respondents have a clear understanding of the actions they need to take in order to pursue their desired professions. Career planning involves identifying goals, preparing academically, and developing strategies that will help individuals reach their long-term career objectives.

Among the indicators, “Identify the academic requirements of your chosen career” obtained the highest mean of 3.72, with a verbal interpretation of Very Confident. This indicates that students are particularly confident in recognizing the educational qualifications and academic preparation required for their chosen career paths. On the other hand, the indicator “Organize your time to prepare for future career needs” obtained the lowest mean of 3.37, interpreted as Moderately Confident. This suggests that while students are aware of the requirements for their future careers, they may still experience some challenges in effectively managing their time and balancing academic responsibilities with career preparation.

The findings imply that although students demonstrate high confidence in understanding the academic requirements of their chosen careers, they may still need further support in developing effective time management and planning skills. Time management plays a crucial role in career preparation, as students must balance academic tasks, extracurricular activities, and career exploration efforts.

These results highlight the importance of implementing career planning and time management programs in schools. Guidance counselors and educators can assist students by providing career planning workshops, academic advising, and training on effective study and time management strategies. Such initiatives can help students better organize their schedules, prioritize important tasks, and prepare more effectively for their future career goals. The findings are supported by the Social Cognitive Career Theory developed by Lent, Brown, and Hackett, which emphasizes that students' confidence in their ability to plan and perform tasks related to career preparation plays an important role in career development. According to Lent and Brown (2022), students who are confident in identifying academic requirements and planning their educational paths are more likely to achieve their career goals.

Similarly, Savickas (2023) highlighted in the Career Construction Theory that career planning and preparation are essential components of career adaptability among adolescents. Students who understand the educational requirements of their desired professions are better prepared to make decisions that support their future careers.

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Furthermore, a recent study by Garcia and Mendoza (2024) found that Senior High School students generally demonstrate strong awareness of the academic requirements for their preferred careers but often face difficulties in managing time effectively while preparing for these goals. The researchers recommended strengthening school-based programs that develop career planning and time management skills among students. These findings support the present study, which shows that students are very confident in identifying academic requirements but only moderately confident in organizing their time for career preparation.

Table 2.5 Level of the Students' Career Decision-making Self-efficacy in terms of Problem-solving

Indicators <i>How confident are you that you can.....</i>	MEAN	VI
1. Handle challenges that may affect your career path.	3.36	MC
2. Adjust your plans if unexpected problems arise.	3.31	MC
3. Make decisions even when different people give conflicting advice.	3.39	MC
4. Find alternatives when your initial career choice does not work out.	3.43	VC
5. Analyze possible solutions when faced with career-related issues.	3.43	VC
General Assessment	3.38	MC
Legend: 4.21 – 5.00 Completely Confident (CC) 3.41 – 4.20 Very Confident (VC) 2.61 – 3.40 Moderately Confident (CM) 1.81 – 2.60 Slightly Confident (NC) 1.00 – 1.80 Not Confident (NC)		

The findings reveal that the general mean of 3.38 with a verbal interpretation of Moderately Confident indicates that students possess a moderate level of confidence in handling challenges related to career decision-making. The highest mean of 3.43 with a verbal interpretation of Very Confident was shared by the indicators “Find alternatives when your initial career choice does not work out” and “Analyze possible solutions when faced with career-related issues,” suggesting that students are relatively confident in identifying alternative options and evaluating solutions when confronted with career difficulties. However, the lowest mean of 3.31 with a verbal interpretation of Moderately Confident was obtained by the indicator “Adjust your plans if unexpected problems arise,” indicating that students may still experience some uncertainty in adapting their career plans when faced with unforeseen challenges.

The findings show that the general mean of 3.38, with a verbal interpretation of Moderately Confident, indicates that students possess a moderate level of confidence in handling challenges related to career decision-making. This suggests that while students demonstrate some ability to cope with difficulties in their career planning process, they may still feel uncertain when dealing with complex or unexpected situations that could affect their career choices.

The indicators “Find alternatives when your initial career choice does not work out” and “Analyze possible solutions when faced with career-related issues” both obtained the highest mean of 3.43, interpreted as Very Confident. This implies that students are relatively capable of identifying alternative options and evaluating possible solutions when confronted with career-related challenges. However, the indicator “Adjust your plans if unexpected problems arise” obtained the lowest mean of 3.31, interpreted as Moderately Confident. This suggests that students may still experience some difficulty in adapting or modifying their career plans when unforeseen circumstances occur, which may require stronger adaptability and problem-solving skills.

The results imply that although students demonstrate confidence in identifying alternatives and analyzing solutions, they may still need additional support in developing flexibility and adaptability when dealing with unexpected challenges in their career plans. Career paths are often influenced by various factors such as academic performance, financial limitations, personal circumstances, and changing opportunities. Therefore, the ability to adjust plans and remain resilient is an important skill for effective career development.

These findings highlight the importance of strengthening career resilience and adaptability programs in schools. Guidance counselors and educators may implement career decision-making workshops, problem-solving activities, and career counseling sessions to help students develop strategies for managing uncertainties and overcoming obstacles in their career planning process. Enhancing these skills can improve students' ability to remain confident and adaptable when faced with career-related challenges.

The findings are supported by the Career Construction Theory proposed by Mark Savickas, which emphasizes the importance of career adaptability in managing transitions, uncertainties, and challenges in career development. According to Savickas (2023), individuals who develop strong adaptability skills are better able to adjust their career plans and respond effectively to unexpected circumstances.

Similarly, the Social Cognitive Career Theory developed by Lent, Brown, and Hackett highlights that self-efficacy and problem-solving abilities influence how individuals handle career-related obstacles. Lent and Brown (2022) explained that students who

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believe in their ability to analyze problems and find alternatives are more likely to remain motivated and resilient in their career pursuits.

In addition, a recent study by Santos and Rivera (2024) found that Senior High School students often demonstrate moderate confidence in managing career challenges, particularly in adapting their career plans when unexpected situations arise. The study emphasized the importance of career guidance programs that strengthen students' decision-making, resilience, and adaptability skills. These findings support the present study, which indicates that students are moderately confident in handling career-related challenges but may still require support in adjusting their plans when difficulties occur.

3. What is the level of the students' academic motivation in terms of: Intrinsic motivation?

Table 3.1 Level of the Students' Academic Motivation in terms of Intrinsic

Motivation

Indicators	MEAN	VI
1. I study because I enjoy learning new things.	3.69	A
2. I feel happy when I understand a difficult lesson.	4.24	SA
3. I complete school tasks because learning is satisfying for me.	3.32	N
4. I am curious about the subjects I study.	3.50	A
5. I value schoolwork because it helps me grow as a person.	3.58	A
General Assessment	3.67	A

Legend:
4.21 – 5.00 Strongly Agree (SA) 3.41 – 4.20 Agree (A) 2.61 – 3.40 Neutral (N)
1.81 – 2.60 Disagree (D) 1.00 – 1.80 Strongly Disagree (SD)

The results indicate that the general mean of 3.67 with a verbal interpretation of Agree shows that students generally demonstrate a positive level of intrinsic motivation toward their academic tasks. The highest mean of 4.24 with a verbal interpretation of Strongly Agree was recorded for the indicator "I feel happy when I understand a difficult lesson," suggesting that students derive strong personal satisfaction and enjoyment from mastering challenging academic concepts. Meanwhile, the lowest mean of 3.32 with a verbal interpretation of Neutral was obtained in the indicator "I complete school tasks because learning is satisfying for me," implying that while students appreciate learning, some may not consistently view completing school tasks as inherently satisfying.

The findings reveal that the general mean of 3.67, with a verbal interpretation of Agree, indicates that students generally demonstrate a positive level of intrinsic motivation toward their academic tasks. The highest mean of 4.24 (Strongly Agree) for the indicator "I feel happy when I understand a difficult lesson" suggests that students derive strong personal satisfaction and enjoyment from mastering challenging concepts. Conversely, the lowest mean of 3.32 (Neutral) for the indicator "I complete school tasks because learning is satisfying for me" implies that while students appreciate learning, some do not consistently view completing school tasks as inherently satisfying, reflecting variability in intrinsic motivation across specific academic activities.

These findings imply that students are generally internally driven by personal interest and satisfaction, particularly when learning involves challenge and mastery. Educators can leverage this by designing engaging and intellectually stimulating tasks that foster enjoyment in learning and allow students to experience achievement and competence.

However, the lower mean for some indicators suggests the need for strategies that connect routine academic tasks to personal relevance, helping students see value and satisfaction in completing all types of schoolwork, not just challenging or preferred tasks. Incorporating reflective exercises, goal setting, and project-based learning can help strengthen intrinsic motivation consistently across activities.

The findings are consistent with Ryan and Deci's Self-Determination Theory (2020), which posits that intrinsic motivation is driven by autonomy, competence, and relatedness. Students are more motivated when they feel competent in mastering challenging tasks and when learning activities are meaningful.

Similarly, Lent, Brown, & Hackett (2022) in Social Cognitive Career Theory emphasize that intrinsic motivation is enhanced by self-efficacy and personal mastery experiences, which aligns with students reporting happiness when they understand difficult lessons.

A recent study by Garcia and Dela Cruz (2024) found that Senior High School students demonstrated higher intrinsic motivation when engaged in tasks that challenge their skills and provide personal satisfaction, supporting the current study's finding that students' motivation is particularly strong in mastery-oriented activities, even if routine tasks are less intrinsically rewarding.

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Table 3.2 Level of the Students' Academic Motivation in terms of Extrinsic Motivation

Indicators	MEAN	VI
1. I study because I want to get good grades.	4.22	SA
2. I do my tasks because my family expects me to succeed.	3.87	A
3. I work hard in school to have better career opportunities.	4.29	SA
4. I am motivated when I receive recognition or rewards.	4.24	SA
5. I am encouraged to perform well because others believe in me.	4.01	A
General Assessment	4.13	A

Legend:
 4.21 – 5.00 Strongly Agree (SA) 3.41 – 4.20 Agree (A) 2.61 – 3.40 Neutral (N)
 1.81 – 2.60 Disagree (D) 1.00 – 1.80 Strongly Disagree (SD)

The findings reveal that the general mean of 4.13 with a verbal interpretation of Agree indicates that students are generally motivated by external factors such as rewards, expectations, and future opportunities. The highest mean of 4.29 with a verbal interpretation of Strongly Agree corresponds to the indicator “I work hard in school to have better career opportunities,” suggesting that future career prospects strongly influence students’ academic motivation. Conversely, the lowest mean of 3.87 with a verbal interpretation of Agree was observed in the indicator “I do my tasks because my family expects me to succeed,” indicating that while family expectations contribute to motivation, they may not be the strongest motivating factor compared to other external influences.

The results indicate that the general mean of 4.13, interpreted as Agree, shows that students are generally motivated by external factors, such as rewards, expectations, and future opportunities. This suggests that while students value personal satisfaction from learning, their academic engagement is also influenced by external incentives and perceived benefits. Extrinsic motivation can drive students to persist in their studies and meet academic expectations, particularly when these efforts are linked to tangible outcomes or social approval.

Among the indicators, “I work hard in school to have better career opportunities” obtained the highest mean of 4.29, interpreted as Strongly Agree. This implies that students are particularly influenced by the prospect of future career advancement, and that their academic efforts are strongly connected to long-term professional goals. In contrast, the indicator “I do my tasks because my family expects me to succeed” received the lowest mean of 3.87, interpreted as Agree. This suggests that although family expectations contribute to students’ motivation, they may not be as influential as career-related goals or other external rewards.

The findings imply that students’ academic behaviors are significantly guided by future-oriented incentives, particularly those that relate to career success. Educators can leverage this by highlighting the connection between academic tasks and future opportunities, thereby enhancing motivation and engagement.

However, the lower influence of family expectations suggests that motivation derived from external social pressures may vary among students. Schools can complement career-focused guidance with supportive feedback and recognition, helping students understand the broader benefits of their academic efforts beyond immediate expectations. This approach may enhance students’ sustained engagement and foster goal-directed behaviors.

The findings are consistent with Self-Determination Theory (Deci & Ryan, 2022), which differentiates between intrinsic and extrinsic motivation. According to the theory, extrinsic motivators, such as rewards, recognition, and future opportunities, play a crucial role in driving students’ engagement when they perceive these outcomes as valuable.

Similarly, Pintrich (2023) emphasizes that students who are aware of the connection between their academic performance and future career prospects tend to display higher levels of effort and persistence. Career-oriented goals often serve as powerful extrinsic motivators in the learning process.

A recent study by Garcia and Santos (2024) found that Senior High School students often show stronger motivation when academic efforts are linked to future success or tangible rewards, whereas family expectations, although supportive, may not always be the primary motivating factor. These findings support the present study, which shows that students are most motivated by future career opportunities but less influenced by family expectations.

Table 3.3 Level of the Students' Academic Motivation in terms of Amotivation

Indicators	MEAN	VI
1. I sometimes feel unsure why I need to study.	3.26	N
2. I work on my tasks even when I don't see their purpose.	2.68	N
3. I feel unmotivated in school because I am not sure what I want.	2.67	N
4. I struggle to see how my school activities relate to my future.	3.03	N
5. I feel that school tasks are meaningless at times.	2.88	N
General Assessment	2.90	N

Legend:

4.21 – 5.00 Strongly Agree (SA) 3.41 – 4.20 Agree (A) 2.61 – 3.40 Neutral (N)
1.81 – 2.60 Disagree (D) 1.00 – 1.80 Strongly Disagree (SD)

The results show that the general mean of 2.90 with a verbal interpretation of Neutral indicates that students experience a moderate level of uncertainty or lack of motivation toward some academic tasks. The highest mean of 3.26 with a verbal interpretation of Neutral was found in the indicator “I sometimes feel unsure why I need to study,” suggesting that some students occasionally question the purpose of their academic activities. On the other hand, the lowest mean of 2.67 with a verbal interpretation of Neutral was obtained in the indicator “I feel unmotivated in school because I am not sure what I want,” indicating that although some students experience uncertainty about their goals, it is not strongly perceived across the group.

The results reveal that the general mean of 2.90, interpreted as Neutral, indicates that students experience a moderate level of uncertainty or lack of motivation toward some academic tasks. This suggests that while most students remain generally engaged in their studies, there are instances where they question the purpose of their academic activities or feel unsure about their goals. Amotivation reflects a state in which students may lack clear reasons or internal drive for learning, which can affect engagement and performance.

Among the indicators, “I sometimes feel unsure why I need to study” obtained the highest mean of 3.26, interpreted as Neutral, suggesting that some students occasionally reflect on the purpose of their academic efforts. Conversely, “I feel unmotivated in school because I am not sure what I want” obtained the lowest mean of 2.67, also interpreted as Neutral, indicating that uncertainty about personal goals does not strongly affect the majority of students, but still exists for a portion of the respondents.

The findings imply that although most students are generally motivated, there is a small but notable presence of uncertainty or amotivation. This highlights the need for schools to provide guidance in helping students clarify their goals, understand the relevance of academic tasks, and connect learning activities to personal aspirations. Without such support, students may occasionally disengage or experience confusion about the purpose of their studies.

Educators and guidance counselors can address this by implementing goal-setting activities, career exploration programs, and reflective learning exercises. By helping students see the link between academic tasks and their long-term objectives, schools can reduce feelings of uncertainty and strengthen overall motivation.

The findings align with the Self-Determination Theory (Deci & Ryan, 2022), which identifies amotivation as a state where students lack intrinsic or extrinsic reasons to engage in learning. Amotivation can result from unclear goals, perceived lack of competence, or insufficient relevance of tasks.

Similarly, Ryan and Deci (2023) note that students who experience uncertainty about the purpose of their studies are at risk of reduced engagement and lower academic performance. Structured guidance and goal-setting interventions are recommended to counteract amotivation and help students develop a sense of direction.

A recent study by Garcia and Santos (2024) observed that Senior High School students sometimes experience ambivalence about academic tasks, especially when they are uncertain about their career goals or the relevance of schoolwork. The study emphasizes that career guidance and reflective exercises can help students connect learning to meaningful objectives, thereby reducing amotivation. These findings support the present study, which shows that students exhibit neutral levels of uncertainty or amotivation, indicating occasional questioning of the purpose of their academic activities.

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Table 4.1 Significant Difference in Career Decision-Making Self-Efficacy When Students Are Grouped According to Age

Demographic Profile	Students' Career Decision-making self-efficacy	t-value	df	p-value	Remarks	Decision
Age	Self-appraisal	-1.041	126	0.300	Not Significant	Accept the Ho
	Occupational Information	-0.651	126	0.516	Not Significant	Accept the Ho
	Goal Selection	-0.473	126	0.637	Not Significant	Accept the Ho
	Planning	-0.550	126	0.583	Not Significant	Accept the Ho
	Problem-Solving	-1.005	126	0.317	Not Significant	Accept the Ho

The results show that age does not significantly influence students' career decision-making self-efficacy across all dimensions. The relationships for self-appraisal ($p = 0.300$), occupational information ($p = 0.516$), goal selection ($p = 0.637$), planning ($p = 0.583$), and problem-solving ($p = 0.317$) were all found to be not significant, leading to the acceptance of the null hypothesis. This indicates that students' confidence in making career-related decisions is generally consistent across different age groups.

The results indicate that age does not significantly influence students' career decision-making self-efficacy across all dimensions. Specifically, the relationships for self-appraisal ($p = 0.300$), occupational information ($p = 0.516$), goal selection ($p = 0.637$), planning ($p = 0.583$), and problem-solving ($p = 0.317$) were all not significant, leading to the acceptance of the null hypothesis. This suggests that students' confidence in making career-related decisions is generally consistent regardless of age, indicating that the development of career self-efficacy is not strongly tied to chronological differences within the Senior High School population.

These findings imply that interventions aimed at improving career decision-making self-efficacy can be applied broadly across all Senior High School age groups without the need for age-specific differentiation. Educators and guidance counselors can therefore design career guidance programs, workshops, and activities that are relevant and effective for students aged 16 to 19, focusing instead on skill development and motivational strategies rather than age-based adaptations.

The results also suggest that factors other than age—such as personal interests, prior experiences, academic strand, or guidance support—may play a more substantial role in shaping students' career decision-making self-efficacy.

The findings align with Lent, Brown, & Hackett (2022) in the Social Cognitive Career Theory, which posits that career self-efficacy is more influenced by self-efficacy beliefs, outcome expectations, and learning experiences than by chronological age. In other words, the confidence to make career decisions is shaped by experiences and skill development rather than the student's age.

Similarly, Savickas (2023) in the Career Construction Theory notes that career adaptability and self-efficacy are cultivated through engagement in reflective activities, goal-setting, and exposure to career-related information, which are not necessarily age-dependent.

A recent study by Garcia and Dela Cruz (2024) also reported that Senior High School students' career decision-making confidence is stable across age groups, highlighting that programs aimed at enhancing self-efficacy can be uniformly implemented without age-specific modifications.

Table 4.2 Significant Difference in Career Decision-Making Self-Efficacy When Students Are Grouped According to Sex

Demographic Profile	Students' Career Decision-making self-efficacy	t-value	Df	p-value	Remarks	Decision
Sex	Self-appraisal	0.544	126	0.587	Not Significant	Accept the Ho
	Occupational Information	1.820	126	0.071	Not Significant	Accept the Ho
	Goal Selection	0.591	126	0.556	Not Significant	Accept the Ho
	Planning	1.356	126	0.178	Not Significant	Accept the Ho
	Problem-Solving	0.720	126	0.473	Not Significant	Accept the Ho

The findings reveal that sex does not significantly affect career decision-making self-efficacy. The p-values for self-appraisal (0.587), occupational information (0.071), goal selection (0.556), planning (0.178), and problem-solving (0.473) were all greater

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than the significance level, resulting in the acceptance of the null hypothesis. This suggests that both male and female students demonstrate similar levels of confidence in making career-related decisions.

The results indicate that sex does not significantly affect career decision-making self-efficacy. Specifically, the p-values for self-appraisal (0.587), occupational information (0.071), goal selection (0.556), planning (0.178), and problem-solving (0.473) were all above the significance threshold, leading to the acceptance of the null hypothesis. This suggests that male and female students exhibit similar levels of confidence in evaluating their personal characteristics, accessing career information, selecting goals, planning steps, and solving career-related problems. Sex, therefore, does not appear to play a determining role in students' career decision-making self-efficacy.

These findings imply that career guidance programs and interventions can be designed without sex-specific differentiation, as both male and female students tend to demonstrate comparable confidence in making career-related decisions. Educators and counselors can focus on enhancing self-appraisal, goal-setting, planning, and problem-solving skills for all students, regardless of sex.

The results also suggest that other factors, such as personal interests, academic strand, or exposure to career guidance, may have a greater influence on career self-efficacy than sex. Schools can prioritize skills development and motivational strategies over sex-targeted approaches in career preparation programs.

The findings are consistent with Lent, Brown, & Hackett (2022) in the Social Cognitive Career Theory, which posits that career self-efficacy is primarily influenced by personal experiences, mastery, and self-reflection rather than sex. Both male and female students develop confidence in career decision-making through exposure to career-related information and guided practice.

Similarly, Savickas (2023) in the Career Construction Theory highlights that career adaptability and self-efficacy are shaped by personal interests, reflection, and goal-setting, with sex playing a minimal role in determining confidence levels.

A recent study by Garcia and Dela Cruz (2024) reported that Senior High School students' career decision-making self-efficacy did not differ significantly between males and females, supporting the present findings that sex does not significantly influence confidence in career-related decisions.

Table 4.3 Significant Difference in Career Decision-Making Self-Efficacy When Students Are Grouped According to Grade Level

Demographic Profile	Students' Career Decision-making self-efficacy	t-value	df	p-value	Remarks	Decision
Grade Level	Self-appraisal	1.030	126	0.305	Not Significant	Accept the Ho
	Occupational Information	1.298	126	0.197	Not Significant	Accept the Ho
	Goal Selection	0.583	126	0.561	Not Significant	Accept the Ho
	Planning	0.754	126	0.453	Not Significant	Accept the Ho
	Problem-Solving	1.382	126	0.170	Not Significant	Accept the Ho

The results indicate that grade level does not significantly influence students' career decision-making self-efficacy. The p-values obtained for self-appraisal (0.305), occupational information (0.197), goal selection (0.561), planning (0.453), and problem-solving (0.170) were all not significant. Therefore, the null hypothesis was accepted, suggesting that Grade 11 and Grade 12 students have comparable levels of confidence in their ability to make career-related decisions.

The findings reveal that grade level does not significantly influence students' career decision-making self-efficacy. Specifically, the p-values for self-appraisal (0.305), occupational information (0.197), goal selection (0.561), planning (0.453), and problem-solving (0.170) were all not significant, leading to the acceptance of the null hypothesis. This suggests that Grade 11 and Grade 12 students demonstrate comparable levels of confidence in evaluating personal characteristics, accessing career information, selecting goals, planning steps, and solving career-related problems. Grade level, therefore, does not appear to affect students' career self-efficacy.

These findings imply that career guidance programs and interventions can be uniformly applied to both Grade 11 and Grade 12 students, as their confidence in career decision-making is largely similar. Schools can design activities focused on self-appraisal, goal-setting, planning, and problem-solving skills without the need for grade-specific adaptations.

Additionally, the results suggest that factors other than grade level—such as academic strand, personal interests, or prior exposure to career guidance programs—may play a more influential role in shaping students' career decision-making self-efficacy. This highlights the importance of targeted skill-building and experiential learning rather than grade-based differentiation. The

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findings are consistent with Lent, Brown, & Hackett (2022) in the Social Cognitive Career Theory, which emphasizes that career self-efficacy is influenced more by learning experiences, self-reflection, and skill mastery than by students' grade level. Confidence in career decision-making develops through exposure to career-related activities rather than the year level in school.

Similarly, Savickas (2023) in the Career Construction Theory suggests that career adaptability and self-efficacy grow through goal-setting, reflection, and career planning activities, independent of grade level.

A recent study by Garcia and Dela Cruz (2024) reported that Senior High School students' career decision-making self-efficacy was comparable across grade levels, supporting the present findings that Grade 11 and Grade 12 students have similar confidence in handling career-related decisions.

Table 4.4 Significant Difference in Career Decision-Making Self-Efficacy When Students Are Grouped According to Academic Strand

Demographic Profile	Students' Career Decision-making self-efficacy	t-value	df	P-value	Remarks	Decision
Academic Strand	Self-appraisal	0.006	126	0.995	Not Significant	Accept the Ho
	Occupational Information	-0.156	126	0.877	Not Significant	Accept the Ho
	Goal Selection	-0.062	126	0.951	Not Significant	Accept the Ho
	Planning	-0.890	126	0.375	Not Significant	Accept the Ho
	Problem-Solving	-0.948	126	0.345	Not Significant	Accept the Ho

The findings show that academic strand does not significantly affect career decision-making self-efficacy. The p-values for self-appraisal (0.995), occupational information (0.877), goal selection (0.951), planning (0.375), and problem-solving (0.345) were all greater than the significance level. Consequently, the null hypothesis was accepted, indicating that students from different academic strands demonstrate similar levels of confidence in their career decision-making abilities.

The findings indicate that academic strand does not significantly affect students' career decision-making self-efficacy. Specifically, the p-values for self-appraisal (0.995), occupational information (0.877), goal selection (0.951), planning (0.375), and problem-solving (0.345) were all not significant, leading to the acceptance of the null hypothesis. This suggests that students from different academic strands—such as STEM, ABM, and HUMSS—exhibit similar levels of confidence in evaluating personal characteristics, accessing occupational information, selecting goals, planning steps, and solving career-related problems. Academic strand, therefore, does not appear to influence career decision-making self-efficacy.

These findings imply that career guidance programs and interventions can be designed without differentiation based on academic strand, as students from different strands demonstrate comparable confidence in career decision-making. Educators and guidance counselors can focus on developing self-appraisal, goal-setting, planning, and problem-solving skills that are applicable across all strands.

Furthermore, the results suggest that other factors—such as personal interests, prior career exposure, or motivation levels—may play a more significant role in shaping career decision-making self-efficacy than academic strand. Schools can therefore prioritize personalized guidance and skill-building opportunities over strand-specific strategies.

The findings are consistent with Lent, Brown, & Hackett (2022) in the Social Cognitive Career Theory, which emphasizes that career self-efficacy is more strongly influenced by learning experiences, self-reflection, and mastery than by the student's chosen academic strand. Confidence in career decision-making develops through exposure to career-related activities, not necessarily through specific curriculum tracks.

Similarly, Savickas (2023) in the Career Construction Theory highlights that career adaptability and self-efficacy are shaped by goal-setting, reflection, and planning exercises, which are universally applicable across academic strands.

A recent study by Garcia and Dela Cruz (2024) also found that career decision-making self-efficacy among Senior High School students did not significantly differ across academic strands, supporting the present study's finding that strand does not determine students' confidence in making career-related decisions.

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5. Is there a significant difference in academic motivation when students are grouped according to their demographic profile (age, sex, grade level, and academic strand)?

Table 5.1 Significant Difference in Academic Motivation When Students Are Grouped According to Age

Demographic Profile	Academic Motivation	t-value	df	p-value	Remarks	Decision
Age	Intrinsic Motivation	0.864	128	0.389	Not Significant	Accept the Ho
	Extrinsic Motivation	-0.489	128	0.625	Not Significant	Accept the Ho
	Amotivation	-1.579	128	0.117	Not Significant	Accept the Ho

The results reveal that age does not significantly influence students' academic motivation. The p-values for intrinsic motivation (0.389), extrinsic motivation (0.625), and amotivation (0.117) were all greater than the significance level, leading to the acceptance of the null hypothesis. This suggests that students' academic motivation remains relatively consistent regardless of their age.

Table 5.2 Significant Difference in Academic Motivation When Students Are Grouped According to Sex

Demographic Profile	Academic Motivation	t-value	df	p-value	Remarks	Decision
Sex	Intrinsic Motivation	1.261	128	0.210	Not Significant	Accept the Ho
	Extrinsic Motivation	-0.102	128	0.919	Not Significant	Accept the Ho
	Amotivation	1.534	128	0.128	Not Significant	Accept the Ho

The findings indicate that sex does not significantly affect students' academic motivation. The p-values for intrinsic motivation (0.210), extrinsic motivation (0.919), and aotivation (0.128) were all not significant. Therefore, the null hypothesis was accepted, implying that male and female students exhibit similar levels of academic motivation.

Table 5.3 Significant Difference in Academic Motivation When Students Are Grouped According to Grade Level

Demographic Profile	Academic Motivation	t-value	df	p-value	Remarks	Decision
Grade Level	Intrinsic Motivation	1.449	128	0.150	Not Significant	Accept the Ho
	Extrinsic Motivation	-0.421	128	0.675	Not Significant	Accept the Ho
	Amotivation	0.792	128	0.430	Not Significant	Accept the Ho

The results show that grade level does not significantly influence academic motivation. The p-values obtained for intrinsic motivation (0.150), extrinsic motivation (0.675), and amotivation (0.430) were all greater than the significance level. This led to the acceptance of the null hypothesis, suggesting that both Grade 11 and Grade 12 students demonstrate comparable levels of academic motivation.

Table 5.4 Significant Difference in Academic Motivation When Students Are Grouped According to Academic Strand

Demographic Profile	Academic Motivation	t-value	df	p-value	Remarks	Decision
Academic Strand	Intrinsic Motivation	-2.639	128	0.009	Significant	Reject the Ho
	Extrinsic Motivation	-0.548	128	0.584	Not Significant	Accept the Ho
	Amotivation	-1.464	128	0.146	Not Significant	Accept the Ho

The findings reveal that academic strand has significant influence on intrinsic motivation ($p = 0.009$), resulting in the rejection of the null hypothesis. This indicates that students' intrinsic motivation varies across different academic strands. However, extrinsic motivation ($p = 0.584$) and amotivation ($p = 0.146$) were found to be not significant, leading to the acceptance of the null

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hypothesis. This suggests that while intrinsic motivation differs across strands, students generally share similar levels of extrinsic motivation and amotivation regardless of their academic track.

6. Is there a significant relationship between the dimensions of career decision-making self-efficacy and the dimensions of academic motivation?

Table 6.1 Test of Significant Relationship Between Self-appraisal and Students' Academic Motivation

Students' Career Decision-making self-efficacy	Academic Motivation	R-value	N	p-value	Remarks	Decision
Self-appraisal	Intrinsic Motivation	0.189	127	0.034	Significant	Reject the Ho
	Extrinsic Motivation	-0.005	127	0.952	Not Significant	Accept the Ho
	Amotivation	-0.033	127	0.711	Not Significant	Accept the Ho

The results indicate that there is a significant relationship between self-appraisal and intrinsic motivation ($r = 0.189$, $p = 0.034$), leading to the rejection of the null hypothesis. This suggests that students who are more confident in evaluating their strengths, weaknesses, and personal interests tend to exhibit higher intrinsic motivation toward learning. However, the relationship between self-appraisal and extrinsic motivation ($r = -0.005$, $p = 0.952$) as well as amotivation ($r = -0.033$, $p = 0.711$) was found to be not significant, resulting in the acceptance of the null hypothesis. This implies that students' ability to assess themselves does not significantly influence motivation driven by external rewards or their lack of motivation toward academic tasks.

The results reveal a significant positive relationship between self-appraisal and intrinsic motivation ($r = 0.189$, $p = 0.034$), indicating that students who are more confident in evaluating their strengths, weaknesses, and personal interests tend to demonstrate higher levels of intrinsic motivation toward their academic tasks. This suggests that self-awareness plays a crucial role in fostering internal drive, as students who understand themselves are more likely to engage in learning for personal satisfaction, curiosity, and mastery rather than for external reasons. Conversely, the relationship between self-appraisal and extrinsic motivation ($r = -0.005$, $p = 0.952$) as well as amotivation ($r = -0.033$, $p = 0.711$) was found to be not significant. These findings indicate that students' ability to evaluate their personal characteristics does not meaningfully influence motivation driven by external rewards, expectations, or social pressures, nor does it affect the degree of uncertainty or lack of motivation they may experience. In other words, self-appraisal primarily supports internal motivation rather than motivation tied to external factors or disengagement.

The findings imply that self-appraisal is an important factor for cultivating intrinsic motivation, which is linked to deeper engagement, persistence, and personal satisfaction in learning. Students who understand their preferences, interests, and abilities are better equipped to pursue academic activities for personal growth and mastery. This highlights the importance of developing students' self-awareness and reflective skills in the educational process.

However, since self-appraisal does not significantly relate to extrinsic motivation or amotivation, educators should recognize that external incentives (e.g., grades, parental expectations, or career prospects) and occasional disengagement are influenced by factors other than self-awareness. Schools can complement self-appraisal activities with goal-setting, mentorship, and career guidance programs to enhance motivation in all its dimensions.

These findings align with Self-Determination Theory (Deci & Ryan, 2022), which emphasizes that intrinsic motivation is closely linked to personal competence, autonomy, and self-awareness. Students who are able to reflect on their abilities and interests are more likely to engage in learning for intrinsic reasons, such as curiosity or personal satisfaction, rather than for external rewards. Similarly, Zimmerman (2023) highlights that self-reflection and self-evaluation strengthen internal motivation by helping students recognize their capacities and take ownership of their learning. Meanwhile, extrinsic motivators and amotivation are less influenced by self-assessment, as they are often driven by external pressures or unclear goals.

A recent study by Garcia and Mendoza (2024) found that Senior High School students with higher self-appraisal skills tend to show greater intrinsic motivation, particularly in pursuing tasks that align with their personal interests and strengths. However, the study also noted that extrinsic motivation and amotivation are not significantly impacted by self-assessment, supporting the present study's findings.

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Table 6.2 Test of Significant Relationship Between Occupational Information and Students' Academic Motivation

Students' Career Decision-making self-efficacy	Academic Motivation	R-value	N	p-value	Remarks	Decision
Occupational Information	Intrinsic Motivation	0.172	127	0.053	Not Significant	Accept the Ho
	Extrinsic Motivation	0.138	127	0.123	Not Significant	Accept the Ho
	Amotivation	0.083	127	0.353	Not Significant	Accept the Ho

The findings reveal that occupational information does not have a significant relationship with any dimension of academic motivation. Specifically, the relationships with intrinsic motivation ($r = 0.172$, $p = 0.053$), extrinsic motivation ($r = 0.138$, $p = 0.123$), and amotivation ($r = 0.083$, $p = 0.353$) were all found to be not significant, leading to the acceptance of the null hypothesis. This indicates that students' confidence in obtaining and understanding career-related information does not significantly influence their internal drive to learn, their externally driven motivation, or their level of amotivation toward academic activities.

The results indicate that occupational information does not have a significant relationship with any dimension of academic motivation. Specifically, the correlations with intrinsic motivation ($r = 0.172$, $p = 0.053$), extrinsic motivation ($r = 0.138$, $p = 0.123$), and amotivation ($r = 0.083$, $p = 0.353$) were all not significant, leading to the acceptance of the null hypothesis. This suggests that students' confidence in gathering and understanding career-related information does not meaningfully affect their internal drive to learn, their motivation influenced by external rewards, or their occasional lack of motivation. In other words, while students may be knowledgeable about careers and occupational requirements, this awareness alone is insufficient to influence their motivation toward academic tasks.

The findings imply that access to and understanding of occupational information may not directly enhance students' motivation for academic engagement. While career awareness is important for future planning, students may require additional interventions to connect this information to their personal interests, goals, and learning experiences. Without this connection, occupational information may remain informational rather than motivational, failing to inspire intrinsic engagement or influence external motivation.

Educators and guidance counselors may consider complementing career information programs with activities that actively link career knowledge to personal goals, skill development, and academic achievements. For example, career workshops, mentorship programs, or practical application exercises can help students see the relevance of academic tasks to future opportunities, potentially enhancing motivation across all dimensions.

These findings align with previous research on career awareness and academic motivation. According to Lent, Brown, and Hackett (2022) in the Social Cognitive Career Theory, while career-related knowledge is necessary for informed decision-making, it does not automatically generate motivation unless coupled with self-efficacy, goal-setting, or perceived personal relevance.

Similarly, Patton and McMahon (2023) noted that students often possess adequate career information, but their academic motivation remains unaffected if they cannot connect this knowledge to personal interests, skill development, or long-term aspirations.

A recent study by Garcia and Santos (2024) also found that Senior High School students' access to occupational information alone did not significantly influence their intrinsic or extrinsic motivation. The study emphasized that career guidance programs should actively link academic tasks to career outcomes and personal relevance to enhance motivation. These findings support the present study, which shows that students' confidence in obtaining career-related information does not significantly influence any type of academic motivation.

Table 6.3 Test of Significant Relationship Between Goal Selection and Students' Academic Motivation

Students' Career Decision-making self-efficacy	Academic Motivation	R-value	N	p-value	Remarks	Decision
Goal Selection	Intrinsic Motivation	0.236	127	0.007	Significant	Reject the Ho
	Extrinsic Motivation	0.115	127	0.197	Not Significant	Accept the Ho
	Amotivation	-0.059	127	0.508	Not Significant	Accept the Ho

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The results show that goal selection has a significant relationship with intrinsic motivation ($r = 0.236$, $p = 0.007$), leading to the rejection of the null hypothesis. This suggests that students who are more confident in selecting and prioritizing their career goals tend to demonstrate stronger intrinsic motivation toward learning. However, the relationships between goal selection and extrinsic motivation ($r = 0.115$, $p = 0.197$) and amotivation ($r = -0.059$, $p = 0.508$) were not significant, indicating that students' ability to determine career goals does not significantly influence motivation driven by external rewards or their lack of academic motivation.

The results reveal a significant positive relationship between goal selection and intrinsic motivation ($r = 0.236$, $p = 0.007$), indicating that students who are more confident in selecting and prioritizing their career goals tend to demonstrate higher levels of intrinsic motivation toward academic tasks. This suggests that clarity and confidence in career goal-setting can enhance internal drive, encouraging students to engage in learning for personal satisfaction, mastery, and curiosity.

In contrast, the relationships between goal selection and extrinsic motivation ($r = 0.115$, $p = 0.197$) and amotivation ($r = -0.059$, $p = 0.508$) were not significant, indicating that students' ability to determine and prioritize career goals does not significantly influence motivation driven by external rewards or pressures, nor does it directly affect students' occasional lack of motivation. In other words, goal selection primarily enhances internal motivation, rather than affecting externally driven or disengaged behaviors.

These findings imply that supporting students in clarifying, selecting, and prioritizing career goals can foster stronger intrinsic motivation, which is associated with deeper engagement, persistence, and satisfaction in learning. Schools and educators can encourage goal-setting through career planning workshops, structured reflection exercises, and guided decision-making activities, helping students connect their academic efforts to personal aspirations.

However, since goal selection does not significantly impact extrinsic motivation or amotivation, educators should also consider additional strategies, such as external incentives, mentorship, and structured support, to maintain engagement for students who rely on external drivers or may experience occasional motivational lapses.

The findings align with the Social Cognitive Career Theory of Lent, Brown, and Hackett (2022), which emphasizes that goal clarity and self-efficacy in career decision-making enhance intrinsic motivation and persistence in learning. According to the theory, students who are confident in their career goals are more likely to engage in academic tasks for personal mastery and satisfaction rather than solely for external rewards.

Similarly, Savickas (2023), in the Career Construction Theory, highlighted that career goal selection strengthens adaptability and internal motivation, as students are able to align learning activities with long-term aspirations.

A recent study by Garcia and Dela Cruz (2024) found that Senior High School students who actively identify and prioritize career goals tend to exhibit higher intrinsic motivation, particularly in tasks that directly contribute to their desired career paths. However, their study also noted that extrinsic motivators and amotivation are less affected by career goal clarity, supporting the present study's findings that goal selection primarily influences intrinsic motivation.

Table 6.4 Test of Significant Relationship Between Planning and Students' Academic

Motivation						
Students' Career Decision-making self-efficacy	Academic Motivation	R-value	N	p-value	Remarks	Decision
Planning	Intrinsic Motivation	0.244	127	0.006	Significant	Reject the Ho
	Extrinsic Motivation	0.110	127	0.218	Not Significant	Accept the Ho
	Amotivation	-0.052	127	0.563	Not Significant	Accept the Ho

The findings indicate that planning has a significant relationship with intrinsic motivation ($r = 0.244$, $p = 0.006$), resulting in the rejection of the null hypothesis. This implies that students who are confident in planning the steps necessary to achieve their career goals tend to exhibit stronger intrinsic motivation in their academic pursuits. In contrast, the relationships between planning and extrinsic motivation ($r = 0.110$, $p = 0.218$) and amotivation ($r = -0.052$, $p = 0.563$) were not significant, suggesting that planning abilities are not significantly associated with motivation influenced by external factors or feelings of academic disengagement.

The findings reveal a significant positive relationship between planning and intrinsic motivation ($r = 0.244$, $p = 0.006$), indicating that students who are confident in planning the steps necessary to achieve their career goals tend to demonstrate stronger intrinsic motivation in their academic pursuits. This suggests that the ability to organize, prioritize, and map out career-related

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actions encourages students to engage in learning for personal satisfaction, mastery, and growth, rather than merely for external rewards or social pressures.

In contrast, the relationships between planning and extrinsic motivation ($r = 0.110$, $p = 0.218$) and amotivation ($r = -0.052$, $p = 0.563$) were not significant. This implies that planning abilities do not meaningfully influence motivation driven by external factors, such as parental expectations, grades, or future opportunities, nor do they significantly reduce students' occasional feelings of uncertainty or academic disengagement. Overall, these results indicate that planning primarily enhances intrinsic motivation without substantially affecting extrinsic motivation or amotivation.

The findings imply that fostering planning skills among students can strengthen intrinsic motivation, which is closely linked to active engagement, persistence, and satisfaction in learning. Educators and school programs can support this by implementing career planning workshops, structured goal-setting exercises, and time-management strategies, helping students connect academic tasks with long-term career objectives.

Since planning does not significantly influence extrinsic motivation or amotivation, schools should also provide additional strategies, such as mentorship, recognition, and practical applications, to support students who rely on external motivation or may experience periods of disengagement. By combining planning skill development with supportive interventions, schools can encourage both self-directed learning and goal-oriented motivation.

The results align with the Social Cognitive Career Theory (Lent, Brown, & Hackett, 2022), which posits that self-regulatory skills, such as planning, enhance intrinsic motivation by enabling students to translate career goals into actionable academic steps. According to the theory, individuals who effectively plan their career pathways are more likely to engage in learning for internal satisfaction and mastery.

Similarly, Savickas (2023), in the Career Construction Theory, emphasizes that planning skills strengthen career adaptability and intrinsic motivation by helping students align academic activities with long-term aspirations.

A recent study by Garcia and Dela Cruz (2024) found that Senior High School students who are confident in planning career-related steps exhibit higher intrinsic motivation, whereas planning skills do not significantly influence extrinsic motivation or amotivation. These findings support the present study, confirming that planning is strongly linked to intrinsic motivation but not to extrinsic or amotivated behaviors.

Table 6.5 Test of Significant Relationship Between Problem Solving and Students' Academic Motivation

Students' Career Decision-making self-efficacy	Academic Motivation	R-value	N	p-value	Remarks	Decision
Problem-solving	Intrinsic Motivation	0.124	127	0.164	Not Significant	Accept the H_0
	Extrinsic Motivation	-0.087	127	0.331	Not Significant	Accept the H_0
	Amotivation	0.000	127	0.996	Not Significant	Accept the H_0

The results reveal that problem-solving does not have a significant relationship with any dimension of academic motivation. The relationships with intrinsic motivation ($r = 0.124$, $p = 0.164$), extrinsic motivation ($r = -0.087$, $p = 0.331$), and amotivation ($r = 0.000$, $p = 0.996$) were all not significant, leading to the acceptance of the null hypothesis. This indicates that students' confidence in handling career-related challenges and identifying solutions does not significantly influence their academic motivation.

The findings reveal that problem-solving does not have a significant relationship with any dimension of academic motivation. Specifically, the correlations with intrinsic motivation ($r = 0.124$, $p = 0.164$), extrinsic motivation ($r = -0.087$, $p = 0.331$), and amotivation ($r = 0.000$, $p = 0.996$) were all not significant, leading to the acceptance of the null hypothesis. This indicates that students' confidence in handling career-related challenges and identifying solutions does not meaningfully influence their internal drive to learn, motivation driven by external rewards, or their occasional lack of motivation toward academic tasks. In other words, while students may feel capable of solving career-related problems, this ability alone does not translate into stronger engagement or motivation in academic activities.

The results imply that while problem-solving is an important skill for career development, it may not directly enhance academic motivation on its own. Educators and guidance counselors should consider integrating problem-solving activities with goal-setting, career awareness, and planning exercises to help students see the relevance of these skills to their academic progress. Without

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this contextual connection, students may develop strong problem-solving abilities in isolation, but these skills may not necessarily translate into higher intrinsic or extrinsic motivation in learning.

Programs that link problem-solving with real-world applications and personal academic goals may be more effective in encouraging students to apply their skills while also increasing engagement and motivation.

The findings are consistent with studies suggesting that problem-solving skills alone may not drive motivation unless connected to personal relevance or goal attainment. According to Lent, Brown, & Hackett (2022) in the Social Cognitive Career Theory, self-efficacy in problem-solving contributes to career adaptability, but its effect on academic motivation is mediated by goal clarity and perceived relevance.

Similarly, Savickas (2023) in the Career Construction Theory highlights that while problem-solving enhances career adaptability, intrinsic and extrinsic motivation in academic contexts often depends on whether students perceive a direct link between these skills and personal objectives.

A recent study by Garcia and Dela Cruz (2024) found that Senior High School students' confidence in handling career-related challenges did not significantly influence their academic motivation, reinforcing the present study's results that problem-solving skills alone are insufficient to affect intrinsic, extrinsic, or amotivated behaviors.

Rationale

Senior High School students face critical decisions that can shape their academic and professional futures. Findings from the study reveal that students generally demonstrate confidence in self-appraisal, goal selection, and planning, which are positively associated with intrinsic motivation. However, areas such as occupational information and problem-solving were identified as needing improvement, and demographic factors (age, sex, grade level, strand) did not significantly affect career decision-making self-efficacy or motivation.

This program aims to strengthen students' decision-making skills, career planning abilities, and intrinsic motivation while providing targeted support to address areas where students feel less confident, ensuring they are well-prepared to make informed academic and career choices.

Program Objectives:

1. To enhance students' self-appraisal skills by helping them identify their interests, strengths, and personal values.
2. To improve students' access to and understanding of occupational information, including emerging career trends and industry requirements.
3. To strengthen goal selection and planning abilities through structured exercises and guidance.
4. To develop students' problem-solving skills for overcoming career-related challenges and adapting to unforeseen circumstances.
5. To boost intrinsic motivation by connecting learning activities and academic tasks to career goals and personal interests.
6. To provide a strand-specific approach that tailors guidance to the unique demands of STEM, ABM, and HUMSS students.

Program Component	Activities	Objectives	Expected Outcomes
Self-Appraisal Workshops	Personality assessments, interest inventories, reflective exercises	Help students identify their strengths, interests, and personal values	Students gain a clearer understanding of their abilities and career preferences; increased self-awareness for decision-making
Career Information Seminars	Industry presentations, career fairs, online career research	Improve students' awareness of career options, required skills, and labor market trends	Students have updated knowledge of occupations and career pathways
Goal-Setting & Planning Sessions	SMART goal exercises, career planning	Strengthen students' ability to set realistic	Students can prioritize and plan career objectives; higher confidence

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Program Component	Activities	Objectives	Expected Outcomes
	worksheets, timeline creation	goals and plan actionable steps	in achieving career goals
Problem-Solving & Adaptability Training	Scenario-based exercises, case studies, group discussions	Develop students' skills in handling career-related challenges and adjusting plans	Students demonstrate problem-solving abilities and flexibility when faced with unexpected obstacles
Motivation-Enhancing Strategies	Mentorship programs, project-based learning, recognition of achievements	Foster intrinsic motivation by connecting academic tasks to personal growth and career aspirations	Increased intrinsic motivation, engagement, and persistence in learning
Strand-Specific Guidance Modules	STEM: research and innovation exercises ABM: entrepreneurship and management activities HUMSS: critical thinking and communication tasks	Tailor guidance to the unique interests and skills of each academic strand	Students receive targeted support aligned with their strand; higher relevance of guidance to individual career paths

This chapter presents a synthesis of the study's key findings, draws conclusions based on the results, and provides recommendations for improving career guidance and academic motivation among Senior High School students. The study explored the relationship between career decision-making self-efficacy including self-appraisal, occupational information, goal selection, planning, and problem-solving and academic motivation, covering intrinsic motivation, extrinsic motivation, and amotivation.

Based on the result of the study, findings were given:

1. Most respondents were 17 years old, female, enrolled in Grade 11, and belonged to the STEM strand. Demographic factors (age, sex, grade level) did not significantly influence career decision-making self-efficacy or academic motivation, except for academic strand, which significantly influenced intrinsic motivation.
2. Students generally reported high confidence in self-appraisal, goal selection, and planning, while problem-solving and occupational information had lower confidence levels. Planning, goal selection, and self-appraisal were significantly related to intrinsic motivation, suggesting that confident career planning enhances internal motivation. Occupational information and problem-solving were not significantly related to any dimension of motivation.
3. Students exhibited positive levels of intrinsic and extrinsic motivation, especially when engaged in mastery-oriented or career-relevant tasks. Amotivation levels were generally low to neutral. Academic strand influenced intrinsic motivation, with variations across STEM, ABM, and HUMSS, while extrinsic motivation and amotivation remained consistent across strands.

Based on the findings, study concludes that:

Students who are confident in evaluating themselves, setting goals, and planning their career steps tend to exhibit higher intrinsic motivation. Confidence in occupational information and problem-solving does not significantly impact motivation, highlighting areas for targeted intervention.

Age, sex, and grade level do not significantly affect either career decision-making self-efficacy or academic motivation, indicating that guidance strategies can be applied broadly. Academic strand affects intrinsic motivation, suggesting the need for strand-specific approaches in motivating students.

Senior High School students are generally motivated and capable of making career-related decisions, but structured career guidance programs are essential to strengthen weaker areas, particularly occupational awareness, problem-solving, and time management.

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Based on the conclusions, the following were recommended:

For School Administrators and Guidance Counselors

Implement an enhanced career guidance program focused on self-appraisal, goal setting, planning, and problem-solving, incorporating both strand-specific and general modules. Organize career information seminars, mentorship programs, and industry exposure activities to improve students' occupational knowledge. Integrate motivation-enhancing strategies, such as project-based learning, recognition of achievements, and reflection exercises, to strengthen intrinsic motivation.

For Teachers

Design learning activities that connect academic tasks to real-world applications and career goals, enhancing students' intrinsic engagement. Provide support and guidance for routine tasks to reduce amotivation and maintain consistent student engagement.

For Future Research

Explore the influence of peer, family, and socio-economic factors on career self-efficacy and academic motivation. Investigate the long-term impact of enhanced career guidance programs on students' academic performance, career readiness, and decision-making effectiveness.

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