



PEER PRESSURE AND CAREER DECISION MAKING OF TECHNICAL LIVELIHOOD STUDENTS UNDER OFFICE STRANDS

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Article DOI: <https://doi.org/10.36713/epra10734>
DOI No: 10.36713/epra10734

ABSTRACT

The pattern between peer pressure and career decision making in the students of technical vocational livelihood track under front office strand which shows the effects of decision making and peer pressure relationship. 120 students in the school from different institutions participated in the study. This study revealed that the recommendation for both peer pressure and decision making improves exploration in the field by choosing a career or course in the future with desirable skills. The result of data analysis proved that there is a significant relationship between dependent and independent variables. This study shows how parents must show awareness to their children's lives. Family, friends, teachers, and training managers must show support in everything they do to foster a bright future.

KEYWORDS- Peer Pressure, Career Decision, Relationship, Skills

INTRODUCTION

Looking at modern society, most teenagers are unaware of the peer pressure they can experience together with their peers; most especially when they already feel that they belong in the group. Teenagers need to be guided and must have the knowledge to critically deal with the matter of peer pressure. Instead of watching teenagers suffer from peer pressure, this paper may help us to have consideration and idea on guiding them with the right path. This paper focuses on the effects brought by peer pressure on teenagers in building their personality. Peer pressure is commonly applied to younger people, especially to those teenagers. Responding to peer pressure is a part of human nature that some teenagers are more likely to give in, and others are better able to resist and stand on their own ground. Peer pressure is defined as how the people of the same social group can influence another individual to adopt certain values, take into a certain action or otherwise conform to be accepted.

People may find it difficult or easy to choose what they really want in their lives. Teenagers are very vulnerable when it comes to decision makings. They are often being persuaded by their group of friends. Making a decision is very hard, especially when other people are involved. People who are in adolescent stage have their classmates, and peers. Peers will try to influence how a teenager will act is called peer pressure. It has something everyone to deal with - adults (Lynes, 2019). Spunout (2010), says that peer pressure is also common when people are younger because it takes time to build up confidence and to learn to say no. Confidence is something many people struggle with in their younger years, and it tends to get better with time. In the global setting. There are 75.8 million youth were unemployed due to career mismatch United Nations (2012). This tendency suggest that the world is headed to the age of unparalleled talent inadequacy which may adversely affect the economic growth. Each individual undergoing the process of making a career decision is influenced by factors such as friends, their personal aptitudes, and educational attainment (Watson, 2010).



In local setting, the study shows the data that the experiences of the Ramon Memorial Colleges showed the dynamics of peer pressure. Thus, they have left insights in coping with it by blending in with their peer and camouflaging with the norm. Opting to social support and emotional support on their friends helped them develop good academic life. Students' interactions with its peers could help enhance their capability and increase their academic performance in school because they could seek help from their peers that could serve as a motivation than working alone (Sotinis, 2013).

Interaction on students' between its peer are likely to influence the students and can be crucial for the student to determine their choice and could affect student performance (De Giorgi, 2015). In the study of Lyness (2019), some kids give in to peer pressure because they want to be liked, to fit in, or because they worry that other kids might make fun of them if they don't go along with the group. Others go along because they are curious to idea that " everyone's doing it " can influence some kids to leave their better judgment, or their common sense. The peer group may on one hand, serve as a model and influence behaviors and attitudes, at the same time it may provide easy access, encouragement and an appropriate social setting for consumption (Glaser, Shelton and Bree 2010). In conducting this study, the researchers want to know the importance of this problem in our society.

METHODOLOGY

Research Design

This research employed a descriptive correlation method of research, identifying the relationship between our two variables. This design describes and measures the degree of relationship between two or more variables or sets of scores (Creswell 2015).

Research Respondents

The respondents of the study are the 120 students from Senior High School of The Rizal Memorial Colleges, Inc. who are currently taking Technical Vocational Livelihood track under Front Office Services. This study will be using a survey questionnaire. The researchers also use two methods, universal sampling, which refers to the selection of sample wherein the specific respondents in the institution were gathered.

Research Instruments

The researcher-made survey questionnaire to interpret the respondents' experiences towards peer pressure and career decision making. The draft of the questionnaire was presented and evaluated by the research experts. A standard evaluation tool was given to them to rate, comment, and make suggestions for the questionnaire's improvement and development. A five-point Likert Scale with assigned limits and corresponding descriptive equivalents were used to quantify students' stressors and coping strategies associated with distance learning. This research was personally administered by me via a questionnaire online via a Google form.

Data Analysis

The responses will be tallied, tabulated, analyzed, and interpreted personally using statistical tools a) Weighted mean is used to determine the percentile ranking of the two variables inclusion, the indicators of the study b) product moment correlation or person r is used to determine the significance of peer pressure on career decision making.

RESULTS AND DISCUSSION

The table below presents the level of peer pressure of the Senior High students in terms of influenced by friends. The result implicates that the influence brought by their friends do not affect their decisions. The overall mean in this indicator is 2.93 which described as moderate as a result of environment observed.



Table 1 presents the level of peer pressure of the Senior High School students in the Technical Vocational Livelihood track under Front Office Strand in terms of Influence by friends.

Statement	Mean	Description
1. I choose my career based on my friends' preferences	2.68	Moderate
2. I believe that my friend's career decision would also be the best decision for me too	2.64	Moderate
3. I take the suggestions of my friends in terms of choosing careers	3.35	Moderate
4. I do not depend on my friend's suggestion when deciding my career	3.07	Moderate
5. I do not follow my friends on their career path	3.06	Moderate
OVERALL MEAN	2.93	Moderate

The five items have the same results of "Moderate". Item number 3, "I take the suggestions of my friends in *choosing careers*," got the highest rank with a mean of 3.35. Item 4 "I do not depend on my friend's suggestion when deciding my career", item 5 "I do not follow my friends on their career path" and item 1 "I choose my career based on my friends' preferences" got the mean of 3.07, 3.06 and 2.68 respectively. Item 2 "I believe that my friend's career decision would also be the best decision for me too" got the lowest rank with a mean of 2.64.

Table 2 presents the of level of peer pressure of the Senior High School students in the Technical Vocational Livelihood track under Front Office Strand in terms of Lack of Parental Supervision.

Statement	Mean	Description
1. I always share my problems to my parents	3.06	Moderate
2. I follow my parent's decisions for me	3.36	Moderate
3. I have more time with my friends than my family	3.27	Moderate
4. I consider my parents decision in choosing my career	3.08	Moderate
5. I always choose my decisions than my parents'	3.43	High
OVERALL MEAN	3.24	Moderate

The overall mean in terms of "Lack of Parental Supervision" is 3.24 with a descriptive equivalent of *Moderate*. First in the rank is item 5, "I always choose my decisions than my parents'", reaped with a mean of 3.43 which has a descriptive equivalent of "high" Item 2, " I follow my parent's decisions for me", item 3, "I have more time with my friends than my family", item 4, "I consider my parents decision in choosing my career" and followed by item 1 "I always share my problems to my parents" got the mean of 3.36, 3.27, 3.08 and 3.06 respectively, which has a descriptive equivalent of "moderate".

The result is related to the study of Salthouse (2012), in order for individuals to attain good life development and confirm independent living, their capacity for making agreeable judgments is crucial.



Table 3 presents the level of peer pressure of the Senior High School students in the Technical Vocational Livelihood track under Front Office Strand in terms of Curiosity

Statement	Mean	Description
1. I choose the different career path to explore new things I have not encountered	3.60	High
2. I choose the career path of my friends because I am still undecided	2.68	Moderate
3. I want to go beyond my limitation	3.41	High
4. I want to socialize to other people because I want to have more friends	3.48	High
5. I want to experience the other things that my friends experienced	3.36	Moderate
OVERALL MEAN	3.30	Moderate

Table 3 shows the level of peer pressure of the Senior High School students in terms of "Curiosity" with a total mean of 3.30 with a descriptive equivalent of *Moderate*. Item 1 "I choose the different career path to explore new things I have not encountered" got the highest rank with a mean of 3.60 and a descriptive equivalent of "High." Item 4, "I want to socialize to other people because I want to have more friends" and item 3 "I want to go beyond my limitation" got the mean of 3.48 and 3.41 respectively and a descriptive equivalent of "High". Item 5 "I want to experience the other things that my friends experienced" got the mean of 3.36 and item 2 "I choose the career path of my friends because I am still undecided" got the lowest rank with a mean of 2.68. Both items have the same descriptive equivalent of "moderate". The result shows that the senior high school students who take technical vocational livelihood track choose their careers do not solely rely on their friends' influences and parents' supervision. Many students choose their career paths to explore and learn new things they do not usually know. The world is taught to students through their inherent curiosity. Numerous instructional styles utilize this natural learning process, and pursuing interests will inspire learning (Barell, 2002).

Table 4 presents the Summary on the level of the peer pressure and career decision making of the Senior High School students in the Technical Vocational Livelihood track under Front Office Strand

Indicators	Mean	Description
1. Influenced by friends	2.93	Moderate
2. Lack of parental supervision	3.24	Moderate
3. Curiosity	3.30	Moderate
OVERALL MEAN	3.26	Moderate

Table 4 summarizes the level of peer pressure and career decision making of the Senior High School students. The overall mean is 3.26, with a descriptive equivalence of "moderate" implies that friends' influence, parental supervision and curiosity affect the career decision making of the technical vocational livelihood students. Based on the gathered data, "Curiosity" got the highest mean of 3.30, followed by "Lack of Parental Supervision" with a total mean of 3.24, and lastly, "Influenced by friends" with a total mean of 2.93. All have a descriptive equivalent of "moderate," meaning that the embodied item is *moderately observed*.



Table 5 presents the level of the Career Decision Making of the Senior High School students in the Technical Vocational Livelihood track under Front Office Strand in terms of Skills

Statements	Mean	Description
1. I can develop my skills through joining school activities	4.03	High
2. I do not know what skills suit me	3.28	Moderate
3. I already know the skills I have	3.52	High
4. I do not limit my skill level thus I enhance it more	3.53	High
5. I have skills but I am shy to show it to everyone	3.43	High
OVERALL MEAN	3.56	High

The overall mean of the level of the career decision making of the Senior High students in terms of skills is 3.56, with a descriptive equivalent of *high*. This means that the item embodied is *highly observed*. Based on the gathered data, the item "I can develop my skills through joining school activities" got the highest mean of 4.03 with a descriptive equivalent of *High*. The second up to the fourth rank are the items "I do not limit my skill level thus I enhance it more", followed by "I already know the skills I have", and "I have skills but I am shy to show it to everyone" got a mean of 3.53, 3.52, and 3.43 respectively, which means that the items are also *highly observed*. In the last rank is the item "I do not know what skills suit me". It got a mean of 3.28 with a descriptive equivalent of *moderate* which means that the item is *moderately observed*. The result is related to the study of Bastable (2007), the skill of an individual is the capacity to apply knowledge efficiently in a given situation. There are many ways in finding our skills and based on the overall result, a person cannot develop their skills through school alone.

Table 6 presents the level of the Career Decision Making of the Senior High School students in the Technical Vocational Livelihood track under Front Office Strand in terms of Opportunity

Statements	Mean	Description
1. I choose the career that is in demand	3.58	High
2. I choose the career that is available to various fields	3.42	High
3. I choose a career that has a high salary	3.83	High
4. I always find a way to conquer my fear and grab every opportunity	3.74	High
5. I rather choose the opportunity offered by my friends than my own choice	3.09	Moderate
OVERALL MEAN	3.53	High

Table 6 presents the level of the career decision making of the Senior High students in terms of opportunity. The overall mean is 3.53, with a descriptive equivalent of *high*. This means that the item embodied is *highly observed*. Based on the results, the item "I choose a career with a high salary" got the highest mean of 3.83 with a descriptive equivalent of *High*. The second up to the fourth rank are the items "I always find a way to conquer my fear and grab every opportunity", followed by "I choose the career that is in demand", and "I choose the career that is available to various fields" got a mean of 3.73, 3.58, and 3.42 respectively, which means that the items are also *highly observed*. In the last rank is the item "I rather choose the opportunity offered by my friends than my own choice". It got a mean of 3.09 with a descriptive equivalent of *moderate* which means that the item is *moderately observed*. If there are employment opportunities available after high school graduation, students have simply established acceptable views of career patterns or life strategies. Opportunities must be available after graduation in order to fully utilize students' skills (Spangler, 2002).



Table 7 the Summary on the level of the career decision making of the Senior High School students in the Technical Vocational Livelihood track under Front Office Strand

Indicators	Mean	Description
1. Skills	3.56	High
2. Opportunity	3.53	High
OVERALL MEAN	3.54	High

Table 7 summarizes the level of career decision making of the Senior High School students. The overall mean is 3.54, with a descriptive equivalence of "high" implying that skills and opportunity affect how technical vocational livelihood students choose a career. Based on the gathered data, "Skills" got the highest mean of 3.56 and "Opportunity" with a total mean of 3.53. Both indicators have a descriptive equivalence of "high," meaning that the embodied item is *highly observed*.

Table 8 presents the significant relationship between peer pressure and career decision making of the Senior High School students in the Technical Vocational Livelihood under Front Office Strand

Variables	Mean	Std	R	Sig. Level $\alpha < .05$	Decision
Peer Pressure	3.2562	.61343	.574	.000	Rejected
Career Decision Making	3.5425	.59447			

The table presents the significant relationship between peer pressure and career decision making of the Senior High School students. Based on the gathered data, the result indicates that $r = 0.574$ shows a positive correlation between the two variables. The result shows that the p-value is 0.000, which is less than the level of significance of the set alpha of 0.05, which means that the hypothesis is rejected. This means that there is a significant relationship between peer pressure and career decision making of the Senior High School students in the Technical Vocational Livelihood track under Front Office Strand.

Insko et.al (2009) affirmed that the various facets of an individual are influenced by peer pressure. These are the cognitive, social and emotional development. It has a significant impact in every way, and individuals just entering adulthood are more likely to understand their adult responsibilities and begin thinking about a future career. Furthermore, many claim that students' decisions on the possible careers they desire to follow are largely influenced by their parents and peers. Shumba and Naong (2012) found out that the family played a key role in determining the students' job choices and aspirations. Due to their observation of their children's growth, knowledge of their interests and strengths, and ability to trust them, many parents are in a position to influence their children's career development.

CONCLUSIONS AND RECOMMENDATIONS

The high-profile result of the indicators of peer pressure is the curiosity of the adolescents in socializing or having friends. The indicators of career decision making which affects an adolescent once they are involve in a peer group. Among the Senior High School students who took Tech-Voc livelihood track under front office strand chose the most productive way to division. Therefore, most of our samples think that peer stress does not trigger emotional or wellness illnesses such as anxiety and nerves but is also beneficial to peer stress. This study has revealed that senior high school students today tend to depend more on their friends because of the sense of belongingness. It resulted to peer pressure in terms of catching up with their friends which has an impact in decision making. This study also revealed that there is a significant relationship between peer pressure and career decision making. The hypothesis was also rejected and the predicted result do not match to the final result of the study.

The students may apply different way of coping peer pressure to relieve their stress. It may be in the form of regular sleep, daily exercise, listening to music, eating a balanced diet, always thinking positively, meditation, and praying. Many of the students take control of stress, but with all of these activities, responsibility will take place. Parents should be aware of what their children is doing. Parents must be open minded when it comes to their children's needs, remind them for what is good and bad and how to value life. For this, teachers may help students by understanding how this could affect learning and should help the students in job decision making which could greatly affect their decisions as professionals in the future. It may be in the form of



building students' emotional resilience that activates their level of cognition. Friends could also help when someone is struggling in choosing a career. It is important to know what's their strength and weaknesses. Training managers may assist them to recognize the staff demands needed to satisfy the socio-economic ambitions of all industries of the economy.

ACKNOWLEDGEMENT

Deepest gratitude and utmost appreciation to everyone who has helped make this research possible in their own unique ways. To Dr. Ronald Decano, the researcher's adviser, for his steadfast aid and insightful ideas for the study's advancement as well as for the inspiration to finish this research.; To Gel Marie Tiboron, the Senior High School Coordinator of the Rizal Memorial Colleges, Inc. for making this research possible through her never-ending inspiration, emotional support, and raising the researchers' confidence. To the TVL-Front Office students of The Rizal Memorial Colleges Inc. for the time and effort to thoughtfully respond to the research questionnaire. Additionally, thanks to the researchers' cherished parents, siblings and friends for their spiritual and financial support in keeping the flame of this study burning against the wind of adversity. And most importantly to the Almighty Father, for all the gifts and knowledge He gave the researchers while carrying out this research, for being so kind in supplying people who acted as instruments and offered their hands during the execution of the study that led to the completion of this research. Thank you very much.

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