



TITLE OF RESEARCH PAPER: FROM ACADEMIC TRACK TO TLE: A PHENOMENOLOGICAL STUDY ON SHS TO COLLEGE COURSE

ALIGNMENT

Elsie Aguayo, Paula Capili, May Monica Corbo, April Jean Tumamac, Dr. Lynard Bobby L. Asirit, CESE, Mr. Albert Mapalo, MAED.....

Author Details

Elsie Aguayo is currently pursuing degree program in Bachelor of Technology and Livelihood Education in Kolehiyo ng Pantukan, Philippines, E-mail:

elsie_aguayo@knp.edu.ph

Paula Capili, May Monica Corbo and April Jean Tumamac is currently pursuing degree program in Bachelor of Technology and Livelihood Education in Kolejiyo ng Pantukan, Phillipines, E-mail: paula_capili@knp.edu.phmaymonica_corbo@knp.edu.phapriljean_tumamac@knp.edu.ph

KeyWords

Senior High School (SHS), Academic Track, Technology and Education (TLE), college course.

ABSTRACT

This qualitative phenomenological study explores the alignment of senior high school (SHS) and college courses in the Philippines, specifically between the Academic Track and Technology and Livelihood Education (TLE) approaches. The study applied theories of college selection, happenstance theory, and social cognitive career theory to understand the participants' lived experiences. Four participants from the BTLED department were purposively selected for in-depth interviews and a focus group study using an interview guide question. Results indicate that students who switched from the Academic Track to TLE as a college course provide more favorable feedback according to the identified themes. The findings suggest that the TLE program is a viable option for students who may not have initially considered an academic future but are now thriving in it. This study highlights the need for a student-centered educational strategy that aligns senior high school and college curricula to provide students with the knowledge, skills, and competencies required for success in their chosen fields. By doing so, we can improve outcomes for individuals and society.

Chapter 1 INTRODUCTION

Making a career choice is a defining phase in every student's life. "Students have to consider several factors before arriving at a decision," says Samson. The course is the field that students have chosen. Students often decide on their college courses (Samson, 2020).

The college course preferences of students that will be graduating from senior high school are greatly affected by a lot of factors, including what strand they decided to take up during their eleventh and twelfth-grade levels, as it may cause them to continue to pursue the academic track they decided to take up before college or switch to a different academic field of study for their undergraduate program. Among these factors that will affect the choice of students on what college course they will take up aside from their senior high school strand are their capabilities, future career path, their parents' choice, peer pressure, and personal interests (Jacolbia, 2018).

A mismatch is a flawed or appropriate match, and it is driven more by the decisions of students and families than by admissions offices. According to the study by Morales (2020), Paul E. Barton stated in an interview that "if students choose to be mismatched, that reflects either insufficient information that leads them to believe that mismatching is a good idea."

Hence, this study focuses on students who, upon entering college, changed their specialization (from the academic track to TLE) and faced difficulties. This study aimed to determine why they chose to enroll in TLE as a college course rather than continuing with their old high school academic track and how they decided.

Purpose of the Study

The purpose of this study was to explore and understand why they decided to enroll in TLE as a college course rather than continuing on with their senior high school academic track and how they arrived at their decision to switch from that track to taking TLE in college.

Statement of the Problem

To explore and understand the lived experiences of students who shifted to TLE from the academic track. This research sought to answer the following questions:

1. What are the lived experiences of students who have shifted courses from the academic track to TLE?
 - a. Why do students shift from an academic track to a TLE course?
 - b. How does the shift from an academic track to a TLE course impact a student's academic and social experience?
 - c. What steps can students take to successfully navigate and overcome the challenges of switching from an academic track to a TLE course?
2. How do TLE students address/cope with their challenges as college TLE students?
 - a. What strategies do TLE students use to manage the academic and personal challenges of being a college TLE student?
 - b. How do TLE students balance the demands of their coursework with other responsibilities and commitments, such as work or family obligations?
 - c. What support systems are available to TLE students to help them cope with the stresses and pressures of college life, and how do TLE students' access and utilize these resources?
3. What are their insights about changing their academic track to TLE as a college course?
 - a. What made them consider changing their academic track to TLE?
 - b. How did they go about making the change to TLE as a college course?
 - c. What have they learned or experienced since changing to a TLE track in college?

Importance of the Study

Understanding why the students enrolled in TLE as a college course rather than continuing with their senior high school academic track. Moreover, how they came to that decision to take TLE in college is crucial to understand how their choice of SHS strand affects their choice of a college program. The results of this study will be helpful to students, school administrators, curriculum designers, and future researchers.

Students will primarily benefit from this research as they select their college programs. Students will learn from the study what programs are connected to their strands. The school administrator will benefit from this research, as they will know what senior high school strands they offer and how they will bridge them to college programs.

Curricula designers will also gain from this research because it may help them continue to create curricula specific to various strands of study. Future studies that will be done about the senior high program will benefit from the data that this research has provided. This study will aid the ongoing development of the senior high school program.

Theoretical Lens

Social Cognitive Career Theory by Albert Bandura was developed by Robert W. Lent, Steven D. Brown, and Gail Hackett in 1994. People choose the activities they will engage in, and their effort and persistence in these activities entail considering outcomes and self-efficacy beliefs. The theory suggests that people's careers are influenced not only by their abilities and interests but also by the expectations and norms of their social and cultural environment. The social cognitive career theory emphasizes the importance of self-efficacy or the belief in one's ability to succeed. It suggests that people's career choices are influenced by their experiences and perceptions of success and failure.

John Krumboltz's Happenstance Theory (1999) focused less on having specific plans for your future and more on finding opportunities in unplanned events. The theory suggests that people's careers are not determined solely by their interests, abilities, and experiences but also by the unexpected events and opportunities they encounter. The happenstance theory emphasizes the importance of being open to new experiences and being prepared to take advantage of opportunities that come your way.

The theory of College Selection by Randall G. Chapman (1986) is a behavioral theory of how students select a college is posited in this paper. This theory integrates aspects of search and choice into a comprehensive college selection theory. The theory of college selection is a theoretical lens used to explain the factors that influence a student's decision to attend a particular college or university. The theory suggests that students' college choices are influenced by several factors, including their academic and career goals, financial resources, and the availability of colleges and universities in their area. The theory of college selection also emphasizes the importance of social and environmental factors, such as the influence of family and friends, in shaping students' college choice

Scope and Limitations

The study's weakness relates to how academic track and TLE courses are aligned from SHS to college. The experience and problems of SHS-to-college course alignment are the main topics of this study. Additionally, this study will draw conclusions on SHS students who registered in TLE through Kolehiyo ng Pantukan's academic stream. The purpose of the interview will be to speak with students who can explain and justify their experiences switching from an academic track to TLE course alignment.

Definition of Terms

This lens is defined conceptually and operationally.

Academic Track. The academic track consists of classes that, in terms of subject variety and, to some extent, difficulty, will ease the transition to college life (Rii. 2015). In this style of educational organization, students are divided into several classes or programs following their individual needs and aptitudes. It underlines that assigning students to groups for educational purposes can affect their learning and academic performance in both positive and negative ways.

Senior High School (SHS). Refers to the K-12 Basic Education Program's final two years, Grades 11 and 12. (DepEd). Senior high school programs frequently provide various academic and optional courses, extracurricular activities, and opportunities for students to develop essential life skills. It includes comprehending its objectives, organizational structure, and the opportunities it provides pupils as they enter adulthood and beyond.

College Course. A course is a collection of lectures or lessons on a single topic (Collins English Dictionary). A "college course" is a class offered by a college or university. A college course is a structured program of study offered by a college or university and designed to provide students with a particular set of knowledge and skills in a specific field of study. Understanding the course's objectives, structure, and goals, as well as the intended learning outcomes, is required.

Alignment. The alignment process or condition of alignment (Merriam-Webster, 2022). Alignment is a notion that defines how important course components work together to help students achieve the stated learning outcomes. Alignment in a college course refers to the coherence and consistency of the course's objectives, content, assessments, and learning outcomes. It underlines how essential it is to provide seamless educational experiences that enhance student learning.

Organization of the Study

The organization and arrangement of this study will enable readers to quickly recognize and comprehend it. The whole presentation and explanation of how the study was organized may be seen below.

The study's introduction is presented in Chapter 1 of the book. The study's purpose, which outlined the intent behind its conduct, was then mentioned. In order to collect responses from the informants and achieve the study's objectives, research questions that included interview guide questions were created and evaluated. The theoretical framework, upon which this study was built, was then presented. The study's significance was covered next, where it is explained how its advantages were operationally defined to allow for thorough and detailed interpretations. The study's constraints and scope were then presented to illustrate its parameters. The review focused on related literature and studies that supported the present study in various ways.

Chapter 2 provided an overview of the study's methodology, including the research design, participants, data sources, research instrument, and data collection techniques. This chapter covers the study's validity, reliability, and the researcher's involvement in data collection. Also covered in this chapter were concerns about participant confidentiality and data analysis.

The results and discussion in Chapter 3 will illustrate the real-world experiences that were had by the characters.

The implications and final thoughts from this study will be covered in Chapter 4.

Chapter2 REVIEW RELATED LITERATURE

One of the four tracks available in the senior high school curriculum of the Philippine K-12 Basic Education Curriculum is the Academic Track. It is designed for kids who plan to continue their studies following high school graduation. Accountancy, Business, and Management (ABM), General Academic Strand (GAS), Humanities and Social Sciences (HUMSS), and Science, Technology, Engineering, and Mathematics (STEM) are the four academic track strands. For more information on the specializations and difficulties associated with each strand, keep reading this track guide (Nucum, 2018).

Course alignment is a design process that ensures learning goals, assessments, and course learning activities are all well-linked (Scott, 2022). Many college students who have completed high school select courses that complement the particular strands they enrolled in, but many students also end up in degree programs with no connection to whatever they choose to study in high school (Bernal, 2021). Because it shapes a student's interests, objectives, and decision-making processes, the academic path they choose in high school can have an impact on how their college courses complement one another. College course alignment may also be influenced by some other things.

Parent and Peer Influence

An adolescent's capacity to seek other vocations that are more suited to him or she may be hampered by the pressure to do well in school or encouragement for only a small number of occupations. For instance, if parents explicitly inform their children that they will only pay for their college expenses if they choose specific majors, if a parent quietly reinforces the value of some careers while downplaying others, or if they expect their child to graduate with a particular degree and work for a bank or law firm, these are just examples of how parents may adversely restrict their children's career prospects. The financial interests and aspirations of parents can have a direct or indirect impact on their children's career decisions by introducing their own biases and attitudes into particular vocational domains. Parents' actions and demeanor have a considerably bigger influence on their children than their words when it comes to career preparation. Additionally, a teen's impression of their parent's expectations may influence their professional preferences, depending on whether they feel compelled to accept or reject their parents' viewpoint (Kazi & Akhlaq, 2017).

This is a simple method of avoiding making independent decisions. The majority of students like to travel by following the crowd. The practice that is most in vogue when choosing a university or college is "Follow your friends." The majority decision is regarded as the best decision. The number of students who fail to excel in their careers and simply continue with an average performance has increased due to this thinking. The most frequent early decision that students make, and one that they typically come to regret, is choosing a career solely to live up to their parent's expectations. The majority of students from business families are predisposed to select commerce as their preferred field of study. Some people who struggle to give in to family pressure, which passes for guardianship, are thought to be detrimental to the student's long-term success (Manav, 2020).

Personal Interest

Happiness is an emotion, but it's a significant one because practically every man aspires to obtain it and engages in actions that are motivated by it. Therefore, every student needs to choose a job path that would make them happy and fulfilled so that whatever they do, they enjoy it. Knowing your reasons for choosing a course is crucial, but you shouldn't ignore the fact that most of your decisions have been and will be motivated by a variety of factors. Whether it's to advance a passion or meet an anticipated long-term career goal, you should be certain of your reasons before applying to that tertiary institution (Aboje, 2022).

The first step in reviewing your keen interests and abilities is to look at how well you perform academically. Your academic achievement must have a solid foundation to provide you with the motivation you need to follow your aspirations. For instance, a student who wants to pursue a career in medicine should already be an expert in chemistry, biology, and physics, as these topics serve as a solid foundation. Therefore, you should be aware that high academic performance in line with the chosen profession or industry, interest, and abilities are the main factors to consider when deciding whether to pursue a postsecondary institution. Additionally, giving you a benefit will also make you joyful because everything (Aboje, 2022)

In addition, the place you live is one aspect that may have an impact on why you choose a particular course. Other possible reasons are events or encounters, and parents or your peer group may have a larger impact (friends). Students frequently select a certain course of study because they believe it will lead to a career in the field to which the course is related. It is entirely up to you to decide why you would choose a course, but it is advantageous if you study a course because both your interest and abilities are involved in that course. If your interest is in a field in which you know you could make a career, then it is established that a profession in that field makes you happy and gives you a sense of value in contributing to society (Aboje, 2022).

The majority of people choose their hobbies based on their personality and character. When a person chooses a career based on their personality, it can also work the other way around. Here, a student's personality encompasses not only how they appear on the outside but also how they see the world. A competent communicator who is fluent in more than one language is more likely to gravitate toward the mass media. Similarly to this, a good leader who can sway large groups of people chooses a career in management. Personality traits are usually helpful in choosing a good career because they make it simple to develop the skills we currently possess (Manav, 2020).

Financial Considerations

Financial considerations aren't taken into account by many families early enough in the college application process. This frequently occurs when parents find it difficult or uncomfortable to talk to their children about the realities of family finances (Byun, 2022). Education can be expensive, and students and their families may not be able to afford the cost of tuition and other fees associated with a particular course or program. This can lead students to choose courses that are less expensive or more financially viable, even if they are not their top choices or do not align with their interests and goals.

According to reports, among several nations, the Philippines has the greatest percentage of families taking out loans to pay for their children's education. In Unesco's 2021 Global Education Monitoring Report, at least 36% of Filipino households must take out loans or accrue debt to pay for their children's education (Baclig, 2021). Particularly at the postsecondary level, tuition and other expenses can be exceedingly pricey, especially if a family is trying to send several kids to school at once. "We have underestimated just how much families are still paying for education when, according to governments, it should be free," said Manos Antoninis, director of the Global Education Monitoring Report (Baclig, 2021). Even with the assistance of free education, families, particularly parents, still struggle to cover their children's costs and fees, such as transportation and others.

The desire for colleges to be more open about what students and their families will need to pay goes hand in hand with the push to lower costs. In America, the Department of Education released recommendations earlier this year telling universities to refrain from referring to student loans and work-study programs as "awards." It also suggested dissecting the price of attendance into separate costs for things like lodging, meals, supplies, transportation, and health insurance (Busta, 2019). However, the institutions sometimes struggle to explain to students how much it will cost them to attend college.

Students who are taking college courses that do not correspond to their senior high school strands have expressed skepticism about their initial strand decision. Due to rising higher education expenses, experts believe that students may be prioritizing financial concerns and future employment prospects over other aspects when choosing a college (Kerr, 2020). According to the data from the study by Lao et al., (2022), the student's decision-making was influenced by the cost and practicality of the preset college courses they selected. In other words, college students decided to enroll in a course with minimal costs even when it did not fit with their area of interest or specialty since it would not have a great impact on their finances.

The academic path a student takes in high school can affect how their college courses align since it can mold their interests and ambitions and affect how they make decisions. The alignment of college courses might also depend on several factors, such as parent and peer influence, personal interest, and financial consideration.

Based on Expediency

Picking on a course and college is a crucial decision. Although it is impossible to anticipate the future, the decisions you make can influence the experiences you have in the years to come (Bukas Team, 2021). The decision to enroll in a course and attend a particular college is important since it lays the groundwork for one's future experiences in both academics and the workforce. Picking a course that was centered on expediency would make one of the elements in leading course mismatch. It can lead to a course mismatch that not only wastes time and money but also fails to give the knowledge and skills necessary for future success if course selection decisions are made solely on expediency rather than alignment with personal interests and professional aspirations.

Having a positive Mindset about Challenges

The negative correlation between stress and school adjustment is moderated by positive thinking, as is the positive correlation between life happiness and school adjustment (Chui & Chan, 2020). A student's adjustment to school can be greatly aided by positive thinking, especially when dealing with stress. It shows the positive relationship between life satisfaction and academic success can be moderated by positive thinking. This suggests that having an optimistic outlook can improve a student's life satisfaction, which improves their ability to acclimatize to school. Students can cultivate a higher feeling of well-being and improve their academic performance by developing a positive attitude and concentrating on the positive elements of their school experience.

According to Vaughn College of Aeronautic Engineering, Aviation, and Technology (2021), you might be underestimating the power of positive thought. You'll be able to stay focused, motivated, and organized with its aid. Thinking positively has a ripple effect on others around you. Your happiness and confidence can spread if you are joyful and upbeat. You'll start to watch things fall into place. When switching college courses, having a positive view is crucial since it can help you manage the hurdles and keep a good outlook. You can consider hurdles to your goals as chances for growth and development by maintaining an optimistic outlook. You can keep your goals in mind and retain perspective with its assistance. You may strengthen your resilience and improve your capacity to deal with obstacles you face by maintaining an optimistic mindset. While switching college courses, a good approach, the ability to handle challenges, and motivation are all made possible. It might help you see the problems as opportunities and boost your chances of success in your academic and career path.

Being Adaptive to Changes and New Circumstances

An adaptive person accepts these new opportunities and changing circumstances without fear or anxiety. Those that are adaptable create specialized skill sets, procedures, and frameworks that enable them to handle various situations as they arise rapidly and effectively (Raeburn, 2022). The capacity to adapt is a crucial trait that enables people to take advantage of new possibilities and deal effectively with changing situations. It emphasizes how crucial adaptation is as a necessary quality for success in the modern world. Adaptable people embrace change with a positive attitude and develop the abilities required to manage varied situations effectively, which increases their likelihood of success in the face of changing circumstances and new chances.

Adaptability is considered to be a kind of personal resource that helps individuals to accommodate changing conditions (Zhou & Lin, 2016). Those that are flexible may pick up new skills, deal with difficulties in novel ways, and swiftly adapt to changing circumstances. A key personal quality that enables people to adapt and prosper in changing situations is adaptation. The value of adaptability is a human trait that helps people to adapt to changing circumstances and succeed. The ability to adapt is a valuable trait that can be cultivated and improved, and it is essential for success in the quickly evolving world of today.

Staying On-Course

Upskilling or continuing education, according to the National American University (2021), can improve your knowledge in a particular subject or give you the credentials you need to start a new job in a completely unrelated field. Maintaining a course of study might be made easier by obtaining extra education or training. The multiple advantages of continuing one's chosen path of study while obtaining extra education or training. Individuals can get fresh perspectives and abilities that they can use in their future employment as well as a deeper understanding of the subject they have chosen, thanks to the education or training they receive.

According to Top 7 Reasons Why College Is Important (2022), college is important for many reasons, including increased career stability and satisfaction and the ability to make an impact on your community. With more and more careers requiring advanced education, a college degree can be critical to your success in today's workforce. Research indicates that earning a degree can have a significant and expansive impact on your life. It also has the potential to help you positively impact your family—and the world. Understanding the long-term advantages of a college education might help people maintain their motivation and academic focus. The numerous long-term advantages of a college education in terms of continuing one's academic goals. Understanding the potential results of a college education might help people maintain their motivation and academic concentration in the face of difficulties or failures.

Difficult but worth it

According to Team Leverage Edu (2022), choosing the right courses can help students fit in their hobbies and learn more about a field they're genuinely interested in pursuing. Students can pursue their hobbies and passions while learning important knowledge and abilities in their chosen fields by choosing the right courses, according to research. The value of picking the appropriate courses to follow one's interests and passions while simultaneously learning important information and skills in one's sector of choice. That is by enrolling in classes that reflect their passions and interests. Students may be more inclined to interact with the subject, have a deeper comprehension of their field of study, and eventually achieve higher career success and pleasure.

Rubin (2017) asserts that following a passion can result in genuine satisfaction and have a long-lasting impact on others. The only way to genuinely achieve in life is to accomplish the objectives that one has set for oneself, not those that others have set. Following one's passion can result in personal fulfillment and achievement as well as positive social effects. The significance of following one's passions and establishing personal goals is to find fulfillment and success in oneself, as well as to positively influence others. These people may inspire others, bring about a wave of good change, and eventually find more success and joy by setting personal goals and pursuing their hobbies.

In conclusion, it can be tough to follow a challenging but worthwhile academic path when your college courses don't align with your chosen professional path. Yet, you may overcome the challenges in your way and succeed in your academic and professional activities by keeping committed to your goals, looking for more help and resources, and maintaining openness to new possibilities. Keep in mind that learning is a journey, and sometimes the most important lessons are discovered via tenacity and grit in the face of difficulty. *Adopt a growth mindset.*

Bowman (2020) defines the phrase "growth attitude" as the belief that successful strategies and endeavors can improve performance. A growth mindset can result in increased success and accomplishment. A growth mindset encourages people to concentrate on the process of learning and improvement rather than merely the result, which can result in greater success and performance. Those with a growth mindset are more inclined to take risks, try out novel strategies, and ultimately succeed more because they view obstacles and mistakes as opportunities for learning and progress.

Students with growth mindsets tend to have better academic outcomes than those with fixed mindsets (7 Strategies to Help Students Adopt a Growth Mindset in Your Writing, 2022). Academic success can be significantly impacted by a student's perspective. Whereas students with fixed mindsets think that intelligence and talents are mostly fixed and cannot be changed, students with growth mindsets

believe that intelligence and abilities can be developed through diligence, commitment, and successful techniques. Students that adopt a growth mindset are more likely to accept difficulties, persevere in the face of obstacles, and use failures as opportunities for growth.

In conclusion, having a growth mindset might be a useful strategy for overcoming a mismatch in your college courses and succeeding in your academic endeavors. You can acquire the abilities and understanding required to succeed in any academic or professional context by accepting challenges as chances for progress, persevering in the face of failure, looking for new learning tactics, and utilizing the resources available to you. A growth mindset is about building the mindset and behaviors that will benefit you throughout your life, not only about getting good marks or passing tests. You can accomplish your objectives and realize your full potential if you have a growth mentality.

Muster all possible resources.

The appropriate professional decision is one of the most crucial ones you will make in life, claims Glassdoor (2021). By taking into account several criteria, you may make the selection easier. Choosing the appropriate job choice is crucial for a person's professional and personal development. The significance of choosing the appropriate professional path is emphasized, and it is suggested that people might simplify the process of choosing a job by taking into account a variety of factors. More career happiness, personal fulfillment, and professional development may result from this.

A crucial tactic for success in the academic area is to marshal all of your resources in the face of a college course mismatch. There are a variety of resources available to students to assist them in overcoming academic challenges and excelling in their coursework, including joining study groups, looking for additional tutoring or mentorship, looking to online resources and educational tools, or using online resources and tools. Also, students can learn how to maximize their learning capacity and customize their education to fit their preferred job route by obtaining advice from academic advisers or instructors. Students can gain the abilities and knowledge required to thrive in any academic environment and accomplish their long-term academic and professional goals by making the most of all the resources at their disposal.

In conclusion, it's critical to mobilize all available resources to overcome academic problems and succeed when faced with a mismatch in college courses. There are several options available to help students maximize their learning capacity and customize their education to their preferred career path, whether it be by seeking out additional support, using internet resources, or getting advice from academic advisers. By utilizing these tools, students can gain the abilities and understanding required to succeed in any academic environment and realize their long-term academic and career objectives.

All things considered, it is critical for students to carefully weigh each of these aspects and ensure that the program or major they select is in line with their interests, objectives, and values. Their motivation and engagement in their academics may increase as a result, and their readiness for their future employment may also improve.

METHODOLOGY

This chapter depicts the various methods of the study, including the research design, research participants, research instruments, data gathering procedures, data analysis procedure, and ethical considerations.

Research design

The study applied to a qualitative research design employing a phenomenological study that explores the lived experiences of the participants. According to Creswell (2013), qualitative research is an approach to exploring and understanding the meaning of individuals or groups ascribed to a social or human problem. In addition, qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences (Bhandari 2020).

We employed the phenomenological approach, which, according to Creswell (2013) as cited by Alase (2017), focuses on the intentionality of consciousness and emphasizes the search for essentials, invariant structure (or essence), or the central underlying meaning of the experience. Experiences are constrained by both their outward appearance and their internal consciousness, which is based on memory, image, and meaning. The primary goal of this case study was to obtain a greater understanding of the experiences and challenges of the students who have changed from their academic track to TLE as a college course. We used in-depth interviews to understand the opinions or experiences of the students who have changed their academic track to take TLE as a college course.

Participants

The participants are four selected BTLED students in Kolehiyo ng Pantukan who have changed their academic track to take TLE as a college course. We used purposive sampling in this study. Purposive sampling, also known as judgmental, selective, or subjective sampling, is a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their surveys (Blog, 2021). The reason for purposeful sampling is the better matching of the sample to the aims and objectives of the research, thus improving the rigor of the study and the trustworthiness of the data and results (Campbell, 2020).

Creswell's (2013) concept, which Guetterman (2015) stated that three (3) to ten (10) examples are sufficient as long as saturation is obtained, supported the number of participants. There were four participants in this study. They were all subjected to in-depth interviews.

In choosing the participants of this study, they must be BTLED students studying in Kolehiyo ng Pantukan who have changed their academic track to take TLE as a college course.

Research Instruments

Interviews with the BTLED students who have changed their academic track to enroll in TLE as a college course allow us to get the research material from the students that we will be using in our research. The researchers purposefully gathered the data for this study. The interviews are voice- and video-recorded, and then we transcribe and analyze them using an in-depth interview. Only BTLED students who have changed their academic track to enroll in TLE as a college course will be chosen for this study. The scene that we use takes place at Kolehiyo ng Pantukan, Davao de Oro.

In this study, the researchers used interview guide questions. An interview guide is simply a list of the high-level topics that you plan on covering in the interview and the high-level questions that you want to answer under each topic (Bird 2016).

The questions are written and asked in English, but they also use the language in which they feel most at ease so that they may express themselves clearly.

Data Gathering Procedures

Before ending the research, the researchers followed the proper and accurate processes. During the data-gathering process, we pose several questions.

We seek permission from the advisers and parents of our target participants as well as the research director at Kolehiyo ng Pantukan, where our study will be carried out.

We pick BTLED students to interview for our study after obtaining permission to do so at a particular school. We make sure that our participants' identities are kept private for their safety.

In the study, the interviews are recorded. While doing the interview, one of us keeps an eye out for the interviewees' facial expressions and emotions.

The documentation is saved on a computer or other suitable disk for transcription when the information has been gathered. After transcription, the research discourse analysis will be finished. Our advisor will work with us to make sure that each participant is carefully inspected.

Data Analysis Procedure

Data analysis was done following data collection. The in-depth interview collected data were all carefully examined, examined, summarized, transcribed, and synthesized.

These are the steps for conducting data analysis that Creswell (2007) suggests. Data organization and preparation come first. Second, the information is carefully read. Lastly, the researcher performs a thematic analysis to find themes, such as fascinating or significant patterns in the data. This entails categorizing linked data segments into different groups. The researcher then creates a description of the scene or participants and extracts themes from the coding. Lastly, the data are presented in the research report by the researcher. The researcher then assesses the data's broader significance.

The researcher used Creswell's suggested steps for data analysis. The researcher first prepared and organized the data. In this step, the researcher translated, categorized, and organized the data into several types based on the information's sources. Second, the data were thoroughly read by the researcher. We considered the overall significance of the participants' responses. To accurately extract the ideas of the participants, we painstakingly reread the data.

Lastly, a thematic analysis was done by a professional data analyst. The data were coded during this step. Important responses were called out and emphasized by the researcher. After coding, the data analyst developed central concepts and grouped them according to common themes. Theme creation was accomplished. The themes and accompanying fundamental ideas were then given by the researcher in a tabular format.

Finally, the researcher evaluated and clarified the data's overall meaning, using pertinent sources to support each topic.

Trustworthiness of the Study

Reliability and validity are concepts that will be used to evaluate the quality of research. They indicate how well a method, technique, or test measure something. Reliability is about the consistency of a measure, and validity is about the accuracy of a measure (Middleton, 2022). The consistency with which a method measures something is referred to as reliability. The measurement is regarded as reliable if the same outcome can be consistently obtained by applying the same techniques under the same conditions. Validity describes how well a method measures what it is supposed to measure.

When a study's findings are highly valid, it means that they accurately reflect genuine properties and traits. In establishing trustworthiness, Lincoln and Guba created stringent criteria in qualitative research, known as credibility, confirmability, transferability, and dependability, CCTD (Lincoln & Guba 1985, as cited by Forero, Nahidi, et al. 2018).

Credibility is to establish confidence that the results (from the perspective of the participants) are true, credible, and believable (Lincoln & Guba, 1985, as cited by Forero, Nahidi, et al., 2018).

Being believed or regarded as true, real, or honest is the attribute of having credibility. Credibility in a research study refers to the assessment of whether the research findings indicate a "credible" conceptual interpretation of the data derived from the participant's original data. Several strategies can be utilized to build credibility. In this study, extended engagement, iterative questioning, and member checking were used.

There was a prolonged engagement in the study. Spending enough time in the field to learn about or comprehend the culture, social environment, or phenomenon of interest is referred to as prolonged engagement. The researcher chatted with a variety of people, spent enough time studying different parts of the environment, and built rapport with the participants by getting to know them.

To address credibility in this study, iterative questioning was used. It is a method of questioning in which the researcher revisits a subject that had previously been brought up by an informant and gathers pertinent information using rephrased questions. Falsehood was identified and eliminated in this way. The researcher asked the subjects identical questions throughout the in-depth interview, but she framed them differently each time. This will guarantee that participants' responses are consistent.

Furthermore, the researcher used member checking. It is the single most crucial change that can be made to increase the study's credibility. The veracity of the data can be verified immediately, throughout the chat, or at the conclusion. The participants also had the chance to read the discussion, interpretation, and conclusion transcripts. The participants had the opportunity to make their intentions clear and amend any misconstrued statements in this way.

Confirmability is to increase the likelihood that the findings will be confirmed or corroborated by other researchers (Lincoln & Guba, 1985, as cited by Forero, Nahidi, et al., 2018). Confirmability was included to ensure that participants would have a larger influence on the results than qualitative researchers. To prevent data from being misrepresented, we won't incorporate our own opinions, theories, or judgments. Bracketing was one of our approaches because we decided not to introduce our own biases. To ensure that the study's findings are free of prejudice and chauvinism, we also use triangulation and debriefing. We retain the audiotaped interviews, our flexibility journal or diary, transcripts, and note-taking to address the confirmability or suitability of our study.

A thorough methodological description enables the reader to understand the potential acceptability of the data and the constructs that result from it. Contrarily, an audit trail enables any observer to track the progress of a study by referring to the choices made and the steps taken.

We employed an audit trail in this study to address confirmability. From the beginning of a research endeavor until the development and publication of findings, the research steps were transparently described.

Transferability is the degree to which the results can be generalized or transferred to other contexts or settings (Lincoln & Guba 1985, as cited by Forero, Nahidi, et al. 2018). We go into as much detail as we can on the study context and assumptions we made. For any interested party that transferred the findings of this study to another context to be held accountable for the making of the transfer, we ensured that the data were dense and rich in descriptions.

We provide a comprehensive description of the method and phenomenon to express the real settings under examination to assure the study's transferability.

Dependability is to ensure the findings of this qualitative inquiry are repeatable if the inquiry occurred within the same cohort of participants, coders, and context (Lincoln & Guba, 1985, as cited by Forero, Nahidi, et al., 2018). Throughout the investigation, we generate full drafts of the study protocol and develop a detailed history of the data-gathering procedure. It gives other researchers or an audience proof that identical results would be obtained if the study were to be repeated with similar subjects and a similar venue. Although qualitative research makes it challenging to meet the dependability requirement, researchers should at least make an effort to make it possible for a subsequent researcher to replicate the study.

We have a thorough description of the research procedures to guarantee the study's dependability. This would make it possible for other researchers in the future to conduct the same study, if not necessarily with the same outcomes.

Ethical Consideration

Ethical considerations in research are a set of principles that guide your research designs and practices. Scientists and researchers must always adhere to a certain code of conduct when collecting data from people. The goals of human research often include understanding real-life phenomena, studying effective treatments, investigating behaviors, and improving lives in other ways. What you decide to research and how you conduct that research involves key ethical considerations (Bhandari, 2022).

Voluntary involvement. At any moment, participants have the option to join or leave the research. The willingness of the participants to participate in the inquiry after they are informed of its objective.

Confidentiality. The participants' identities should be known only to the researchers; others should not be made aware of them. Personal information will be made anonymous by the researchers so that it cannot be connected to any other data by anyone else. The suitability of the safeguards put in place to protect the confidentiality, privacy, and safety of the participants.

Informed approval. Before they decide whether or not to participate, participants are aware of the study's goals, advantages, risks, and funding. The application of the principle of respect for persons, including who may do so, how to do it, and when to do it, should be reviewed by the researchers.

Possibility of danger. Any harm—physical, social, psychological, or otherwise—is kept to a bare minimum. The number of risks, the measures used to mitigate them (physical, psychological, social, and economic), and the methods for dealing with bad outcomes should all be reviewed by the researcher.

Chapter 4

RESULTS

This chapter presented the data gathered from in-depth interviews, narration, and the implication of the key participants. The lived experiences, coping mechanisms, and hopes and aspirations of BTLED students. Thoughtful analysis was carried out, which assisted in identifying the themes from the concept extracted from each participant's experiences as students who enrolled in TLE that did not align with their academic track in senior high.

Table I.Experiences of Students Who Shifted from Academic Track to TLE

Major Themes	Core Ideas
Financial consideration	Change is based on the family's financial capability.
	The family has no financial means to support the course preferred
	The family's situation influenced the decision to change track.
Influence of Family and Friends	Influenced by parents
	Parents preferred the TLE course; to become a teacher.
	Persuaded by classmates and friends
Based on Expediency	Preferred a course one is comfortable with
	Took a course based on what is offered at KNP
	Noticed that there were lesser enrollees
Based on Personal interest	Wanted a course that could enhance inherent skills
	Got interested in the areas of study under TLE
	Realized passion for teaching

Financial Consideration

Participant one, coded as Elona, was one of the students who shifted from the academic track to TLE because of the financial struggle Elona was experiencing with her family. And the reason that Elona didn't enroll in the course that the participant wanted to take.

"Gipilinako ang akongkolehiyo base sa what financial stability ang naasaakongpamilya. Dili

namomakayaang dakona tuition like what are the students' needs." (Elona)

When choosing a college, participant Elona put her family's financial position above her preferences. Instead of choosing the course that Elona wanted, Elona decided to enroll in TLE as a college course.

"I choose my college kay sakalisudngaakonggiatubangtungod kay ang akongpamilyawalaykwarta para masuportahan ang kursongaakong gusto. And nag decide ko ngamo-enrologlaingkurso ug kana mao ang edukasyon major TLE home economics." (John)

Participant three, coded as John, also added that his family was unable to afford the course they had originally wanted, so he was forced to enroll in a different course. It means that selecting a college course can include making important decisions based on financial constraints.

Influence of Family and Friends

One of the students who switched from the academic route to TLE as a college course was participant number four, coded as Cherry. Cherry was inspired by her parents, which is one of the causes.

"Actually, at first, I'm having second thought kung unsanga course akongkuhaonperonainfluence ko saakong parents ngamukuha ani ngakurso ug mao nay reason nganong nag enroll ko ani nga course." (Cherry)

The participants debated between a few different courses at first and ultimately opted to enroll in the one that their parents had encouraged them to do. Cherry was currently enrolled in TLE as a college course after being persuaded to do so by her parents.

"Sa pagpili ani ngakurso, ang akongmga friends nag-influence saakonga ma-enrol ani tungod kay maayopudngamagtuonuban." (Elona)

The participant was persuaded to join the chosen course by their friends because it was thought to be beneficial to study alongside them. Aside from the financial issue with her family, Elona's friends persuaded her to enroll in TLE as a college course.

Based on Expediency

Participant two, coded as Royce, was one of the students who were taking TLE as a college course.

"The factors that came on my mind when I was about to enroll is that if kung komportableba ko sakurso." (Royce)

Royce chose to take a course that he was comfortable with. When selecting a college subject, one aspect to take into account is the student's comfort level. The participant may find it difficult to stay motivated and engaged if he feels uneasy about the material or the learning environment.

"Pero kalit lang, nausabakonghuna-huna ug nikuhakog TLE ngakurso kay among naobservena ang mga students nganagkuha ug course na TLE gamay ra ug population." (Elona).

Based on Personal interest

"Sa dihangnabasanako ang mga areas or fields sa TLE I was interested ug ang tanan bag-o saako, the reason I want to know more and be one." (Royce)

After reading through all the components of TLE, Royce became intrigued about enrolling in the program because everything was new to him. The participants considered some topics or fields covered in TLE (Technology and Livelihood Education) to be intriguing and interesting. The participant has been inspired by this to find out more about these fields.

"magamitbanako, ma enhanced ug ma develop ba ang akong capabilities and talents in this course, makatabangbakining course to be an efficient and be a skilled teacher in the future." (Royce)

If Royce could become a capable teacher someday, he wanted to improve and increase his skills and abilities in this course. It suggests that by picking a course that allows the student to make the most of and develop their skills and abilities, they may be able to hasten

the process of academic success and career fulfillment.

“Sa tinuud, ganahan ko saakong course karontungod kay daghangmga bag-ong experiences and opportunities sakiningakurso.”(Cherry)

“Tungod ana, gusto ko ngamahimongusa ka aspiring teacher someday.” (Cheery)

Cherry decided to enroll in TLE as a college course after learning about the variety of chances it offers. It means that it's critical to take the possibility of new possibilities and experiences into account when selecting a college course. Because of the domains of TLE, Cherry also sees potential and enthusiasm to

become an aspiring teacher in the future.

Table II.Coping Mechanism of Students Who Shifted from Academic

Track to TLE

Major Themes	Core Ideas
Having a positive Mindset about challenges	Considered challenges as new opportunities; lessons
	Took the challenges as a chance for a new beginning
	Accepted that challenges are part of self-development
	Remained to be positive about the challenges
	Took challenges as blessings.
	Challenges make one stronger and wiser as a person.
Being Adaptive to changes and new circumstances	Prepared for the unexpected
	Got help from my mentor and people around
	Being always ready for the tasks and the challenges
	Being aware that college is not just for grades but learning how to survive
	Just going with the flow.
	Maintained good and friendly relationships with classmates
	Accept the fact that life is not always what one wants.
	Staying focused on dreams

Staying On-Course	Failing is better than surrendering.
	Accepting failures and staying humble
	Just believe in yourself.
	Working hard and always doing the best

Having a positive Mindset about Challenges

One can handle the difficulties of switching from an academic track to a college course that doesn't fit with your initial goal with optimism, resilience, and a feeling of purpose if you have a positive mindset.

"As a student, kinahanglanngaandam ka sa unexpected things ngamahimongmahitabo and start having a positive mind nga ang tananusa ka challenge para saimo."

"Nagpabilin ko nga positive to cope every challenge and stay focus on my dreams." (Elona)

Elona is aware that being a student requires being ready for the unexpected and that having a positive outlook will enable her to overcome the difficulties that every student faces. And being positive can help us to cope with every challenge in life. One should approach unforeseen circumstances that may occur during their academic career with positivity and an open mind. The participant sees these circumstances as chances to challenge themselves and advance as students rather than as setbacks.

"I truly believe that chance events have played a vital role in my college experience as a TLE student because it boosts and develop my self-esteem as well as my skills in order to overcome my fears to trying out another thing."

"Nagtuo ko ngakiniusa ka blessing in disguise and I know that it will help in the future." (John)

One of the students, John, thinks that serendipitous happenings will help him boost and build his self-esteem. He also thinks that difficulties are blessings in disguise.

Being Adaptive to Changes and New Circumstances

Individuals are capable of realizing their full potential and achieving their objectives through learning new skills and adjusting to novel demands and surroundings.

"I always do my very best aronmasigurongandam ko mo accept new tasks and challenge in order to survive and pass the subjects. Bisaglisodpero ang pagdawat ug new things in an unexpected event will give you opportunities you never know." (Royce)

To survive and complete the course, Participant 2 coded as Royce always tries his best to make sure that embracing new tasks and difficulties is one of his coping mechanisms. Royce thought that by being open to new experiences, possibilities would present themselves. Royce thinks that being open to new experiences will give him a chance to excel and complete the course. By displaying a commitment to learning and growing, Royce is set for success despite any difficulties that may come.

"I know that they are many possibilities that we may encounter different challenges that we are not expected to come. Pero as a student, kinahanglanngaandam ka sa unexpected things ngamahimongmahitabo and start having a positive mind nga ang tananusa ka challenge para saimo." (Elona)

Elona believed that there are many possibilities or challenges that we may encounter, but being students, we must have to be ready for unexpected things and overcome them by having a positive mind. Elona thinks that, as students, we need to be ready for any difficulties and problems that may arise. Elona acknowledges that challenges could occur in a variety of ways but promotes adopting a positive outlook to deal with them. Even when things don't go as planned, kids can acquire resilience and problem-solving skills by keeping a positive attitude. Elona stresses the value of developing a resilient attitude that can adjust to any circumstance and taking a proactive approach to problems.

Staying On-Course

the statement underscores the value of continual learning and growth as a means of achieving job success and personal contentment.

“Nagpabilin ko nga positive to cope every challenge and stay focus on my dreams.” (Elona)

Participant 1 was coded as Elona, demonstrating that by being focused and positive, one can successfully navigate life's obstacles and realize one's aspirations. Elona is a prime illustration of how staying determined and upbeat may support people in overcoming challenges and achieving their objectives. Elona's optimistic outlook and capacity for maintaining her focus on her goals are credited with her ability to successfully traverse life's difficulties.

“I believe myself. Kon masayop ko, gidawatnakoni as a lesson and accept it and stay humble at all times.” (Cherry)

Participant 4 was coded as Cherry, who had faith in herself and maintained her modesty despite obstacles; we must embrace this and use it as a lesson in life.

Cherry is a wonderful example of a person who believed in herself and maintained her humility in the face of adversity. The statement says that we might learn from Cherry's example and adapt her virtues to our own lives.

Table III. Insights of Participants Who Shifted from Academic Track to TLE as a College Course

Major Themes	Core Ideas
Difficult but worth it	The family was right in advice to change track.
	Expectations with this course were met,
	Found the course to be not easy but worth it
	Happy with the change, happy with the choice
Adopt a growth mindset.	A positive mindset can help one through difficulties & challenges.
	Be practical in facing life situations.
	Look positively forward to the possibilities the future will bring
	It can be done if you believe in yourself.
	Challenges are not hindrances.
	Study well and look forward to surviving.
	Envision what you can be in the future.
Muster all possible resources.	Previous experiences played a big role.
	Learn from experiences
	Trust in God's will
	Match prayers with hard work.

Trust in your capabilities.

Difficult but worth it

The statement supports the belief that students should be encouraged to follow their passions and interests since doing so will increase their chances of succeeding in life and finding lasting happiness.

"Ang mga field sa TLE, nahimong challenge para nako kay honestly walakoy idea kung unsa ang course. Pero gusto nakonga expand ang akong knowledge ug madiscover more about myself and enhanced my skills" (Royce)

Participant 2 coded as Royce doesn't have an idea of the course Royce takes, but Royce wants to expand her knowledge and discover more about the course taken and enhance her skills. The participant's passion for achieving and readiness to make the required sacrifices to do so are indicated by their desire to broaden their knowledge and improve their skills despite having little prior knowledge of the subject. Royce exhibits a growth attitude and a dedication to their academic and personal development by actively searching out opportunities to learn and better.

"Sa una, medyolisod kay tungod kay ang akong academic track dili align saakongkursongaakonggi-enrolkaron. Pero misalig ko saakongkaugalingon ug sakabubut-on saDiyos, nakalahutay ko sapipila ka mga challenges ug makalahutay ko sasunodngamga challenges ug nalipay ko ani nga course." (Elona)

Participant 1, identified as Elona, explained that in the past, it had been challenging to pursue the course since it was out of alignment with the path Elona had taken in high school. But Elona believes that in God's plan, Elona can complete her degree and be happy doing it. Elona faced obstacles in pursuing the course in the past because it was not aligned with the path Elona had taken in high school. However, Elona has faith that completing the degree is part of God's plan, and Elona will be happy doing it. Furthermore, Elona has a strong sense of faith and believes that life is guided by a higher power. Despite facing challenges in the past, Elona remains optimistic and determined to complete the degree. This attitude can serve as a source of inspiration and motivation for others who may be facing similar challenges in their pursuit of higher education or other goals.

Adopt a growth mindset

the statement highlights the importance of fostering a positive mindset and growth mentality, both for personal growth and success and for creating a positive impact on those around us.

"Ang mga challenges in life maybe a hindrance to your life as a student, but with motivation and positive mindset you can pass through it." (Cherry)

Participant 4, coded as Cherry, illustrates how obstacles abound in life, yet a good outlook may enable one to overcome them. Cherry believes obstacles are a common part of life, but having a positive outlook can help individuals overcome them. Even when faced with difficult situations or obstacles, having a positive attitude can provide individuals with the necessary strength and determination to persevere and succeed. Cherry serves as an inspiring example of how individuals can overcome seemingly insurmountable obstacles with the right mindset.

"In order to be a successful in life, is to believe yourself and that's why I believe my capabilities and experience to be a successful one someday." (John)

Participant 3 coded as John; the secret to success is having confidence in oneself, as well as skills and experience. John provides an example of how having confidence in oneself, as well as skills and experience, can be the secret to success.

Muster all possible resources

Handling all aspects of your career, dealing with business uncertainties, and taking responsibility if things go wrong.

"Pero misalig ko saakongkaugalingon ug sakabubut-on saDiyos, nakalahutay ko sapipila ka mga challenges ug makalahutay ko sasunodngamga challenges ug nalipay ko ani nga course." (Elona)

Participant 1 coded as Elona, who held the view that you can overcome obstacles without fear if you trust in yourself and God. Elona believes that trust in oneself and a higher power can help overcome obstacles without fear. Elona has a strong belief in her abilities and the

power of faith. She likely sees obstacles not as insurmountable barriers but as challenges to be faced with confidence and determination. This attitude can be inspiring to others who may struggle with self-doubt or fear when faced with difficult situations. Also, by cultivating trust in oneself and something greater than oneself, it is possible to achieve success and overcome adversity.

"I believe that my previous experiences and my personality traits will play a big part in the process"
(Royce)

Participant 2 coded as Royce, having experiences and personality qualities will be a guide in the process of becoming a professional teacher. Royce's experiences and personality qualities will play a crucial role in shaping their life as a professional teacher. Royce's encountered challenges or obstacles in the past that have helped Royce develop resilience or problem-solving skills.



Chapter 5

DISCUSSION

The themes that were drawn from the results are discussed in this chapter. Numerous authors who supported the articles backed them by writing about the same topic. It also offers a conclusion, a suggestion for additional research, and implications for the students who are shifted from academic track to college course mismatch.

Financial Consideration

Tuition and other costs linked to a particular course or program might be expensive, and students and their families might not be able to pay them. As a result, even if those courses are not their top choices or do not fit with their interests and ambitions, students may opt for them because they are less expensive or more financially feasible. The college has increasingly become a means to an end. More than ever, prospective students making their college choice may be prioritizing financial considerations and future career prospects over other factors (Kerr, 2020). When selecting a college, students give more weight to financial factors and potential future employment. This can be a result of increased college expenses and the growing need to find a job after graduating. With the help of the free education, Elona's family decided to enroll in Kolehiyo ng Pantukan to lessen their expenses in sending her to college and enroll in TLE as a college course.

Influence of Family and Friends

The most frequent early decision that students make—and one that they typically come to regret—is choosing a career solely to live up to their parent's expectations. Some people who struggle give in to family pressure, which might result in a poor professional trajectory. Such pressures, which are presented as following parental wishes, are thought to be detrimental to pupils' long-term success. Yet, the majority of students prefer to travel in groups to reach their objectives. The practice that is most in vogue when choosing a university or college is "follow your friends." The majority decision is regarded as the best decision. Parents are the primary influencers of a student's choice of college or university and course of study since the former is their primary source of the latter's financial support (India Today, 2022). It means that parents' responsibilities for their children's education go beyond only financial support and also involve practical and emotional help. According to Ouano, Dela, Japitan, et al. (2019), graduating students believed that they were supported in their decisions in their courses by their peers because their peers assisted, offered advice, or encouraged them to complete their courses. When pursuing higher education, students frequently run into difficulties and roadblocks that might be challenging to overcome on their own. Peer support can be helpful in this situation. Students might benefit from the advice, ideas, and methods of peers who share their academic interests and objectives.

Based on Expediency

Choosing a course and college is a significant decision. While there's no way to predict what will happen in the future, the choices you make can determine the experiences you'll undertake in the coming years (Bukas Team, 2021). The decision to enroll in a college course is unquestionably important and can influence a student's future. To make an informed decision that is in line with the student's aims and desires, it is essential to get support during this process. Making judgments on which courses to take based on expediency rather than consideration of one's interests and career goals can lead to a course mismatch that may not only waste time and money but also fall short of offering the knowledge and skills required for success in the future. The participants choose to select a course because of the availability, the course that will make them comfortable and convenient to them.

Based on Personal interest

Every student should select a career path that will make them happy and pleased so that they will like whatever they do (Aboje, 2022). Students should consider what they like, what interests them, and what might be a turn-off. Looking at your favorite and least favorite subjects can be a useful guide. Students should also consider what, outside of school, motivates and interests them – and why (McGuire, 2019). Chances are, when you learn more about your inclinations, you will become more motivated to overcome the hardships along the way. Rather than seeing your studies as a burden that keeps you from enjoying life, it becomes a great opportunity to expound your knowledge on your chosen career path (Person, 2021). It's crucial to take one's preferences and interests into account. Individuals may become more motivated and pushed to overcome the difficulties and challenges associated with academic pursuits by choosing a course that is in line with their interests.

Having a positive Mindset about Challenges

Positive thinking moderates the negative association between school adjustment and stress and the association between school adjustment and life satisfaction (Chui & Chan, 2020). And having a positive attitude about the subject they're studying puts your child's brain in a mode that's best for understanding and remembering knowledge, even though improved learning inevitably results in increased achievement (Hess, 2022). The participant has benefited from these activities in that they have improved their skills, overcome phobias, and developed self-esteem—all of which have been important for their academic and personal development. The fact that the participant views these unexpected occurrences as a blessing in disguise shows that they consider all circumstances, no matter how challenging or unexpected, as chances for personal development. Even when faced with difficulties or losses, students who maintain a positive view of life are more likely to be motivated and invested in their academic endeavors.

Being Adaptive to Changes and New Circumstances

Adapting to change requires being flexible and ready when new situations and challenges arise (MasterClass, 2022). An adaptable person welcomes these new possibilities and shifting circumstances without trepidation or dread. Adaptable people develop targeted skill sets, processes, and frameworks that allow them to quickly and efficiently deal with different situations as they arise (Raeburn, 2022). Success in college and beyond depends on one's ability to adjust to new situations and conditions when switching from an academic track to a college course mismatch. Elona thinks that, as students, we need to be ready for any difficulties and problems that may arise. Elona acknowledges that challenges could occur in a variety of ways but promotes adopting a positive outlook to deal with them. Even when things don't go as planned, kids can acquire resilience and problem-solving skills by keeping a positive attitude. Elona stresses the value of developing a resilient attitude that can adjust to any circumstance and taking a proactive approach to problems.

Staying On-Course

The National American University (2021) states that upskilling or continuing education can increase your expertise in a particular subject or provide you with the qualifications you need to begin a new career in an unrelated field. According also to South University (2016) that continuing the course might be vital for career satisfaction. Staying on the course can increase self-assurance and open doors for career advancement. The National American University and South University place a strong emphasis on the value of continuing education as a way to find professional fulfillment, boost self-confidence, and provide opportunities for career advancement. Pursuing further education can pick up fresh skills and knowledge that will help them stand out in the job market and open doors for career advancement. Also, continuing education can assist people in keeping abreast of the most recent developments in their industry, ensuring that they are useful to their employers and relevant to their business. The statement says that we might learn from Cherry's example and adapt her virtues to our own lives. We can overcome challenges and accomplish our objectives by believing in ourselves, and by maintaining modesty, we may keep our sense of humility and embrace the chances we have. The phrase emphasizes that we should seek to embody these qualities in our own lives because they are crucial for personal development and life success. Ultimately, the statement stresses the need for humility and self-assurance and uses these traits as teachings to direct us in our life.

Difficult but worth it

Right course selection can assist students in fitting into their hobbies and learning more about a sector they're interested in studying, according to Team Leverage Edu (2022). It is crucial for students to be aware of their passions and to be certain of the educational path they want to take. According to Rubin (2017), having a passion and pursuing it can lead to real satisfaction and leave a lasting influence on others. Achieving life goals that one has established for oneself, not ones that others have set, is the only way to succeed. Choosing the right course to study is to allow students to explore their interests and ambitions. It implies that picking a course that fits with a student's interests and hobbies will help them succeed academically and find fulfillment in their lives. It also emphasizes the necessity for students to be conscious of their passions and interests and to choose an educational path that fits them. Following your passion can make you feel truly satisfied and have a significant impact on others' life.

Adopt a growth mindset

Positive thinking might have a bigger impact than you think, according to Vaughn College (2017). Positivity has several advantages. You'll be able to stay focused, motivated, and organized with its aid. Thinking positively has a ripple effect on others around you. According to Bowman (2020), the term "growth mentality" describes the perspective that effective tactics and efforts can boost performance. A fixed mindset, however, contends that intelligence is generally constant across time and cannot be significantly altered (Dweck, 2006). This attitude and whether educators and professionals encourage or disapprove of them, their actions and words have the power to influence how students approach their education and, consequently, their academic achievement. The concept of a growth mindset emphasizes the belief that intelligence and abilities can be developed and improved through effort and effective strategies. In contrast, a fixed mindset assumes that intelligence and abilities are innate and unchangeable. The statement suggests that educators and professionals play a crucial role in shaping students' attitudes and mindsets, which can significantly impact their academic achievement. Moreover, having skills and experience is also crucial for success. It suggests that individuals who possess the necessary knowledge, expertise, and experience in their field or area of interest are better equipped to overcome obstacles and achieve their goals.

Muster all possible resources

According to McKay (2022), Knowing oneself better will help you find the ideal career. Your personality type, along with your beliefs, interests, soft skills, and aptitudes, determine which jobs are a good fit for you. Glassdoor (2021) states that choosing the right career is one of the more important life decisions you will make. You can make the decision easier by considering several factors. Understanding your personality, skills, and strengths will make it easier to zero in on a career that will suit you in the long term. Royce's encountered challenges or obstacles in the past that have helped Royce develop resilience or problem-solving skills. Similarly, Royce's personality traits will be well-suited for certain aspects of teaching, such as being patient, empathetic, or enthusiastic. Becoming a professional teacher is not just about acquiring knowledge or skills but also about drawing on one's personal experiences and qualities to become an effective educator.

Implication for Educational Practices

It was believed that the characteristics of the study and the responses to the interview questionnaire would be very important in achieving the study's aims and objectives. The study's findings may point to the necessity for educational institutions to strengthen the relationship between the academic track and TLE program in Senior High School and college courses in order to ensure that students are ready for their future academic and professional endeavors.

Encouraging career readiness, the study emphasizes the significance of encouraging students' job preparation by giving them the skills and knowledge they require to achieve their desired careers. To better prepare students for the workforce, educational institutions

might include more vocational and technical training in their curricula. The study suggests the need to enhance practical experience in the classroom, particularly in TLE courses, while simultaneously emphasizing the importance of practical experience. To better prepare students for the workforce, educational institutions could offer them opportunities for experiential learning.

Implication to theory

The study's implications reveal the outcomes of students who switch from the academic track to TLE as a college course. It demonstrates significant results that would alter the viewpoint of those who believe that enrolling in college courses that are not in line with their academic path will have negative effects.

Parents, peers, personal interests, financial considerations, and other things influence this. Those are the reasons why students didn't correlate their academic path while they were senior high school students with enrolling in college courses, according to a previous study. A few aspects are addressed in the participants' lived experiences, and this is because these are the things they need to take into account. The idea of college selection was connected since the participants selected a college that met their requirements.

According to happenstance theory, unexpected circumstances could influence a participant's decision to enroll in TLE even if their academic path is not compatible. The participants decided to stay on track despite the unexpected outcome, choosing to be optimistic about difficulties and adaptable to new situations. The participants were fully aware of their circumstances before enrolling in TLE as a college course. They are prepared and equipped to handle any problems that may arise and view them as chances to pick up new skills and expand their expertise and knowledge. Their practical and positive resolve to continue taking this course till they graduated served as their coping technique.

Overall, the information we have gathered shows that participants responded favorably. The participants are interested in taking TLE courses in college and as potential careers. They did not consider their academic history to be a barrier to taking this course. They view the TLE as an engaging course due to the variety of topics covered in it. Through this course, some students discovered their passion, which they then embraced to become what they desired to be in the future. Some of them view TLE as a chance to learn, and they believe that the knowledge they gain will be useful to them in the real world.

The researchers advise conducting quantitative research on students who switched from academic to college courses mismatched. As it helps in the perspective of students, parents, school administrators, curriculum designers, and others who might benefit from this study, this would aid in future research.

Implication for Future Researchers

Considering that the scope of this study was just four (4) students from Kolehiyo ng Pantukan, the following indications for future research are provided:

Future studies should focus on conducting in-depth interviews with participants to get a better understanding of their lived experiences, coping mechanisms for the issues and challenges they have faced, and perspectives and ideas from students who have switched from academic track to college course mismatch.

This investigation was carried out in Kolehiyo ng Pantukan. Future studies might look at a similar phenomenological study of students.

Therefore, the focus of this study is on college-bound students who struggled after switching from the academic route to TLE. The purpose of this study was to ascertain why and how they made the decision to enroll in TLE as a college course as opposed to sticking with their previous high school academic track.

Recommendation

When a student's academic interests, skills, or career objectives do not match the courses they are enrolled in, this is referred to as a course mismatch. This can occur when students choose courses without getting the right advice or having a clear understanding of the requirements or course material. Poor academic performance, disinterest, and a lack of enthusiasm might be brought on by a mismatch in the courses. Students should carefully assess their educational and professional objectives and seek academic advisor advice when choosing courses to make sure they are a good fit.

One of the most important issues in the educational system is the issue of course mismatch among pupils. Despite the availability of academic counselors, students frequently find it difficult to choose courses that suit their academic interests, skills, and career objectives. This causes a disconnect between the courses they are taking and their personal goals, which harms their academic performance and results

in disengagement and a lack of enthusiasm. The effects of course mismatch can persist for a long time on students' academic and professional careers, which highlights the need for efficient solutions to this issue.

Students are more likely to be engaged in their academic endeavors and obtain higher academic results when course mismatch is addressed, which is a benefit. Students can establish a feeling of purpose and motivation in their studies by carefully choosing courses that are in line with their interests and aspirations. This will boost academic performance and increase students' pleasure with their education. Also, correcting course mismatches can assist students in making educated judgments about their future jobs, allowing them to pick careers that are both financially and personally gratifying. In the end, decreasing course mismatch can benefit students' general well-being and performance in their academic and professional careers.

Concluding Remarks

This study on senior high school to college-course alignment highlights the significance of carefully taking senior high school student's academic paths into account when developing college courses. The results indicate that academic track students are more prepared for college courses than Technology and Livelihood Education (TLE) track students. This emphasizes how important it is for senior high schools to offer top-notch instruction in both tracks so that students can select the one that best suits their skills and interests.

The study also emphasizes the value of senior high school and college cooperation in creating course alignments that bridge the gap between high school and college education. Curriculum alignment, collaboration, professional development for both high school and college educators, and communication are all ways to do this.

In conclusion, this study highlights the necessity of a student-centered approach to education, where educators and institutions collaborate to give students the information, skills, and competencies necessary to succeed in their chosen industries. We can ensure that students are adequately equipped for the difficulties of higher education and the workforce by matching senior high school and college curricula, which will improve outcomes for both individuals and society as a whole.

Conclusion

This study on senior high school to college-course alignment highlights the significance of carefully taking senior high school student's academic paths into account when developing college courses. The results indicate that academic track students are more prepared for college courses than Technology and Livelihood Education (TLE) track students. This emphasizes how important it is for senior high schools to offer top-notch instruction in both tracks so that students can select the one that best suits their skills and interests.

Acknowledgment

First of all, let's praise and thank God, the Almighty, for His numerous favors that enabled us to successfully conclude our action research project.

Graciously accept our heartfelt and sincere thanks.

For allowing us to complete this undergraduate thesis and for his invaluable advice during the research, we are grateful to Dr. Lynard Bobby Asirit.

For DFRIEDr. Jocelyn H. Hua's dynamism, knowledge, genuineness, and drive have greatly influenced us and helped shape who we are today. To work and learn under his direction was a wonderful honor and privilege. We are really appreciative of what our advisor, Sir Albert Mapalo, MAEd., has provided for us to enable this research.

For their humble demeanor, thoughtful corrections, and extra areas for growth, the thesis review panel;

We are grateful to our responders for taking the time to respond to our survey;

The proponents are grateful to everyone for this fantastic achievement and extend their sincere gratitude to their family for their unflinching love, comfort, and financial and spiritual support.

References

- , S. (2022). Why Did You Choose Your Course? – 10 Reasons Why you Need to Answer This Before College. After School Africa. <https://www.afterschoolafrica.com/51637/why-did-you-choose-your-course-10-reasons-why-you-need-to-answer-this-before-college/>
- Baclig, C. E. (2020). UNESCO: 36 percent of PH families incur debts to send kids to school. Inquirer.net. <https://newsinfo.inquirer.net/1528071/unesco-36-percent-of-ph-families-incur-debts-to-send-kids-to-school>
- Bernal, M. J. (2021). College students on taking up a course unrelated to their SHS strand: 'It felt like home'. Candymag.com. <https://www.candymag.com/features/college-students-on-taking-up-a-course-unrelated-to-shs-strand-a1734-20211020-lfrm>
- Bhandari, P. (2022). Ethical considerations in research: Types & examples. Scribbr. <https://www.scribbr.com/methodology/research-ethics/>
- Bird, C. (2016). Interview Guide. In ScienceDirect. <https://www.sciencedirect.com/topics/computer-science/interview-guide>

- Blog, F. (2021). Purposive sampling: Definition, types, examples. Formplus. <https://www.formpl.us/blog/purposive-sampling>
- Bowman, N. A. (2020). Growth mind-set when taking college course - Google Search. <https://www.google.com/search?q=growth+mindset+when+taking+college+course&oq=growth+mindset+when+taking+college+course&aqs=chrome.69157j33i160.71744j1j4&sourceid=chrome&ie=UTF-8>
- Bukas Team. (2021). How to choose the right course and college for you. Bukas. <https://bukas.ph/blog/factors-you-should-consider-when-selecting-a-college-and-course/>
- Busta, H. (2019). Addressing the 'mismatch' between students' needs and colleges' ability to help. Higher Ed Dive. <https://www.highereddive.com/news/addressing-the-mismatch-between-students-needs-and-colleges-ability-to/563075/>
- Byun, D. (2022). Financial factors to consider when choosing a college (3 tips). FLEX College Prep. <https://flexcollegeprep.com/financial-factors-consider-when-choosing-college/>
- Chapman, R. G. (1986). Toward a theory of college selection: A model of college search and choice behavior. ACR North American Advances. <https://www.acrwebsite.org/volumes/6497/volumes/v13/NA-13>
- Chui, R. C. F., & Chan, C.-K. (2020). Positive thinking, school adjustment and psychological well-being among Chinese college students. The Open Psychology Journal. <https://openpsychologyjournal.com/VOLUME/13/PAGE/151/>
- Creswel, J. W., & Ollerenshaw, J. A. (2002). Narrative research: A comparison of two restoring data analysis approaches. https://www.researchgate.net/publication/238432724_Narrative_Research_A_Comparison_of_Two_Restoring_Data_Analysis_Approaches
- Department of Education. (n.d.). DM_s2016_006.pdf. https://www.deped.gov.ph/wp-content/uploads/2018/10/DM_s2016_006.pdf
- Forero, R., Nahidi, S., De Costa, J., Mohsin, M., Fitzgerald, G., Gibson, N., McCarthy, S., & Aboagye-Sarfo, P. (2018). Application of four-dimension criteria to assess rigour of qualitative research in emergency medicine. BMC Health Services Research, 18(1), 1-11. <https://doi.org/10.1186/s12913-018-2915-9>
- HarperCollins Publishers Ltd. (n.d.). College course definition and meaning: Collins English Dictionary. Collins Dictionary. <https://www.collinsdictionary.com/dictionary/english/college-course>
- Hess, M. (2022). The impact of positivity for students. Online Public School for K-12 Students - Connections Academy. <https://www.connectionsacademy.com/support/resources/article/positivity-impact-students/>
- India Today. (2022). 4 factors influencing a student's decision when choosing a college. India Today. <https://www.indiatoday.in/education-today/featurephilia/story/4-top-factors-influencing-students-decision-when-choosing-a-college-2294335-2022-11-07>
- Jotform. (2021). The Pros and cons of academic tracking. The Jotform Blog. <https://www.jotform.com/blog/academic-tracking/>
- Kazi, A. S., & Akhlaq, A. (2017). Factors Affecting Students' Career Choice. Journal of Research and Reflections in Education, 2, 187_196. https://www.researchgate.net/publication/325987918_Factors_Affecting_Students'_Career_Choice
- Kerr, E. (2020). How your college choice can affect job prospects - US news & world report. How Your College Choice Can Affect Job Prospects. <https://www.usnews.com/education/best-colleges/paying-for-college/articles/how-your-college-choice-can-affect-job-prospects>
- Khan, S. (2018). View of cultivating the under-mined: Cross-case analysis as Knowledge Mobilization: Forum qualitative sozialforschung / forum: Qualitative social research. Forum Qualitative Sozialforschung / Forum: Qualitative Social Research. <https://qualitative-research.net/index.php/fqs/article/view/334/729>
- Lao, G., Villamayor, D. J., Campos, F. W., Dasmariñas, H. A., Dechavez, J. P., & Toledo, C. (2022). Indonesian Journal of Educational Research and Technology. <https://ejournal.upi.edu/index.php/IJERT>
- Maloshonok, N. (2017). The mismatch between student educational expectations and realities: Prevalence, causes, and consequences. Taylor & Francis. <https://doi.org/10.1080/21568235.2017.1348238>
- Manav, R. (2020). #7 common factors that influence students' career choice. Manav Rachna Vidyanatariksha. <https://manavrachna.edu.in/blog/factors-that-influences-your-career-choice-7-ps-of-career-selection/?fbclid=IwARIBG3fitbBYqNfQ-RqrNM606XipgdkDHg8D73MTgSULVruQxD7IXUIj-bu>
- MasterClass. (2022). Adapting to change: 3 tips for adapting to change - 2023. MasterClass. https://www.masterclass.com/articles/adapting-to-change?fbclid=IwAR0uE8o5V3m-7vUk3ErLfxR6boqcAhk1J_ux0c0kcrPGhIqzgtUs8bp5M
- McCombes, S. (2023). What is a case study?: Definition, Examples & Methods. Scribbr. <https://www.scribbr.com/methodology/case-study/>
- McKay, D. R. (2022). How To Make a Career Choice When You Are Undecided. The Balance. <https://www.thebalancemoney.com/steps-to-choosing-career-525506>
- McGuire, P. (2019). Before choosing a course, look at your interests. The Irish Times. <https://www.irishtimes.com/news/education/before-choosing-a-course-look-at-your-interests-1.3998858>
- Merriam-Webster. (2022). Alignment definition & meaning. Merriam-Webster. <https://www.merriam-webster.com/dictionary/alignment>
- Middleton, F. (2022). Reliability vs. validity in research: Difference, types and examples. Scribbr. <https://www.scribbr.com/methodology/reliability-vs-validity/>
- Morales, R. (2020). Impact of course mismatch to Freshmen College students. Scribd. <https://www.scribd.com/document/463067038/Impact-of-Course-Mismatch-to-Freshmen-College-Students>
- National American University. (2021). Why is continuing education important? National. <https://www.national.edu/2021/09/15/why-continuing-education-important/>
- Nucum, K.N. (2018). A Guide to the Senior High School Academic Track. Edukasyon.ph. <https://www.edukasyon.ph/blog/senior-high-school-academic-track>
- Office for Human Research Protections (OHRP). (2022). Read the Belmont Report. HHS.gov. <https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/read-the-belmont-report/index.html>

- Ouano, J. V. J., Japitan, W., Torre, J. F. D., & Moneva, J. (2019). Factors influencing on grade 12 students chosen courses in Jagobiao ... ResearchGate. <https://www.researchgate.net/publication/330815017>
- Parcell, E. S., & Baker, B. M. A. (2018). The sage encyclopedia of communication research methods. SAGE Research Methods. <https://methods.sagepub.com/reference/the-sage-encyclopedia-of-communication-research-methods/i9374.xml>
- Person. (2021). How choosing the right course in college can help you shape your future. Philstar.com. <https://www.philstar.com/other-sections/education-and-careers/2021/08/05/2117810/how-choosing-right-course-college-can-help-you-shape-your-future>
- Planned happenstance. University of Sunderland. (2020). <https://london.sunderland.ac.uk/about/news-home/careers-development/planned-happenstance/>
- Quintos, C. A., Caballes, D. G., Gapad, E. M., & Valdez, M. R. (2020). Exploring between SHS Strand and College Course Mismatch: Bridging the Gap Through School Policy on Intensified Career Guidance Program. ResearchGate. <https://www.researchgate.net/publication/361081476>
- Raeburn, A. (2022). 6 tips to increase your adaptability in the workplace [2023]. Asana. https://asana.com/resources/workplace-adaptability-skills?fbclid=IwAR2R7st_Ldjsyd8GSozdW7ynH9_ReWXOM0vieKkg72NZ2n82zEnoBxnzcmc
- Rll. (2015). The K to 12 academic track: What you need to know. Ahead Tutorial and Review. <https://www.ahead.edu.ph/the-k-to-12-academic-track-what-you-need-to-know/>
- Scott, C. (2022). Course alignment: Center for excellence in learning and teaching. Stony Brook University. <https://www.stonybrook.edu/celt/teaching-resources/academic-assessment/course-alignment.php>
- Social cognitive career theory - iresearchnet. (2016, February 7). Psychology. <http://psychology.iresearchnet.com/counseling-psychology/career-counseling/social-cognitive-career-theory/>
- Rubin, J. (2017). Choosing a major based on passion rather than stability leads to happiness. The Daily Aztec. <https://thedailyaztec.com/83305/opinion/choosing-a-major-based-on-passion-rather-than-stability-leads-to-happiness/>
- South University. (2016). The importance of continuing education. <https://www.southuniversity.edu/news-and-blogs/2016/08/the-importance-of-continuing-education-98201>
- Sutton, J., & Austin, Z. (2015). Qualitative research: Data collection, analysis, and Management. The Canadian Journal of Hospital Pharmacy. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4485510/>
- Team Leverage Edu, & Name.*. (2022). Why is it important to choose the right course? Leverage Edu. <https://leverageedu.com/blog/why-is-it-important-to-choose-the-right-course/> Think Asia. <https://think-asia.org/handle/11540/13906>
- Wyness, G., Boyle, P., Jamdar, S., Johnson, J., Kernohan, D., Coe, J., Porter, A., Dickinson, J., Forster, D., Conlan, K., Crockford, J., Blower, A., Anthony, A., Ellison, F., Garraway, E., & Hardie, W. (2019). Students mismatching with courses affects their future life chances. Wonkhe. <https://wonkhe.com/blogs/students-mismatching-with-courses-affects-their-future-life-chances/>
- Vaughn College of Aeronautic Engineering, Aviation, and Technology. (2017). Reach Your Goals with the Power of Positive Thinking. Vaughn College. <https://www.vaughn.edu/blog/reach-goals-power-of-positive-thinking/>