

HUMANITIES AND SOCIAL SCIENCES

INFLUENCE OF LIMIANS' EDUCATION ON COLLEGE AND CAREER SUCCESS: A TRACER STUDY OF SENIOR HIGH SCHOOL GRADUATES AT CAMP VICENTE LIM INTEGRATED SCHOOL

Author/s: Lyca P. Broqueza, Jomelyn A. Dela Cruz, Kyla Mae M. Doctora, Angel F. Doctora, Jeremiah P. Ferrancullo, Julius Benidict P. Oclima, Janen Anne O. Oguis, Aaron Shawn C. Salvador, Irich H. Vargas

School Year 2025-2026

Research Adviser: Jay Rick T. Escobar II

ABSTRACT

This study examined the influence of Camp Vicente Lim Integrated School's (CVLIS) Senior High School program on the academic and professional outcomes of its graduates. Using a tracer study methodology and descriptive research design, data were collected through an online structured survey from graduates of the 2018 and 2019 batches. The survey assessed graduates' satisfaction with school programs and services, the skills acquired during senior high school, and their preparedness for college and employment. Results showed that while some graduates pursued vocational training or entered the workforce, the majority continued their education in college. Findings highlighted that the CVLIS program significantly contributed to the development of essential skills, including communication, problem-solving, critical thinking, information literacy, and values formation, which proved beneficial in both academic and professional contexts. Overall, the study concluded that CVLIS education enhanced graduates' readiness for higher education and career opportunities. These insights may inform curriculum improvements and provide guidance for future CVLIS students.

KEYWORDS: Senior High School, Tracer Study, College and Career Success, Skills Development, Graduate Satisfaction

ACKNOWLEDGMENT

The researchers would like to express their sincere gratitude to everyone who supported the completion of this research.



To **Ms. Mildred M. De Leon**, school principal, for allowing the researchers to gather data and access the list of graduates of Batch 2018-2019 at Camp Vicente Lim Integrated School.

To **Mr. Jay Rick T. Escobar II**, the researcher's adviser, for his guidance, patience, and encouragement throughout the research process.

To **Dr. Dennis Bryan A. Barayang**, the researcher's statistician, for helping with the data analysis.

To **Ms. Shekainah Marie M. Castillo**, the researcher's grammarian, for improving the grammar and structure of the paper; and

To **Mrs. Virginia V. Papas** and **Ms. Shekainah Marie M. Castillo**, the researcher's panelists, for their valuable suggestions during the research defense.

Also, thanks to the **88 respondents** for their cooperation and honest responses.

Special thanks are also given to the school registrar, **Mrs. Maureen P. Quiatchon**, for connecting the researchers to the school's senior high school alumni.

Lastly, the researchers are deeply thankful to their **friends, families, and Almighty God** for their continuous support, guidance, and strength in completing this study.

I. INTRODUCTION

Senior high school education is highly valued worldwide for its many benefits. Students can attain their virtues and the pinnacle of their character as they delve into its intervention. According to UNICEF (2021), the implementation of senior high school helped students be certain about the opportunities they would pursue in the future. On the other hand, from the perspective of labor, considering the school and educational system, specifically the senior high school program, it can be perceived that the SHS program increased the employability and career readiness of graduates, as manifested in the countries implementing this system.

While the rationale behind the senior high school (SHS) program in the Philippines is to equip students with the skills needed to achieve high employment rates, actual employment outcomes remain below expectations. Despite 93% of senior high school graduates possessing competencies that align with industry requirements, "only 20% of the top 70 companies in the Philippines are hiring SHS graduates" (DepEd, 2018). Additionally, data from the Bureau of Curriculum Development's (BCD) National Senior High School Tracer Study revealed that the majority of SHS graduates (82.6%) are inclined to pursue higher education rather than enter the workforce.

Given that Camp Vicente Lim Integrated School was established in 2017, the school has not conducted any tracer study to assess the effectiveness of the Limians' education. By conducting a tracer study, the researchers can clarify this anticipation about how Camp Vicente Lim Integrated School is handling the SHS curriculum and determine whether it has fully

realized its mission or vision. This study aims to understand how education in CVLIS shaped the students' success and achievements.

Statement of the Problem

This research investigated the influence of Limians' education on the college and career success of senior high school students' batch 2018–2019 at Camp Vicente Lim Integrated School. It analyzed the extent of correlation between various SHS programs and graduates' development, as well as the level of students' satisfaction with the CVLIS' external factor. By examining this relationship, the study seeks to assess the effectiveness, adequacy, and relevance of CVLIS's articulated SHS program.

Specifically, it sought to answer the following:

1. What is the profile of graduates in terms of:
 - 1.1. College program articulation, and
 - 1.2 Course alignment?
2. What is the level of student satisfaction with CVLIS' external factors?
3. To what extent did the various SHS programs contribute to the development of graduates in terms of:
 - 3.1. Communication skills.
 - 3.2. Problem-solving skills,
 - 3.3. Information literacy,
 - 3.4. Critical thinking skills, and
 - 3.5. Values formation?
4. Based on the study's results, what is the degree of effectiveness, adequacy, and relevance of CVLIS's articulated SHS program?

Scope and Limitation

This study examined how the education of Limians from Camp Vicente Lim Integrated School affected their success in college and careers. It focused on senior high school graduates from batches 2018 and 2019, including those who pursued college and those who are already working. The study checked how their strand or track, the school's curriculum, and the facilities they used in SHS helped them in their studies and jobs. This study only covered SHS graduates of Camp Vicente Lim Integrated School from Batches 2018 and 2019. Graduates from other schools or other years were not included. The information came from surveys and questionnaires, so the results were based on the graduates' own experiences and opinions.



II. METHODOLOGY

Research Design

The research design used for this study was descriptive. This approach provided an opportunity to analyze several outcomes, such as college admission rates and career achievements, that offered clues about the applicability of the Limians' system of education in real life. In the study by Maderazo (2016), the Tracer Study of Dentistry Graduates of one Higher Education Institution in the Philippines from 2008 to 2012 also used a descriptive research design to describe graduates' experiences before and after employment.

Population and Sampling

The population for S.Y. 2017–2018 was 422, and for S.Y. 2018–2019 was 698, for a total of 1,120. The researchers used purposive-quota sampling to select respondents. In this study, 88 of the 1,120 senior high school (SHS) graduates from Camp Vicente Lim Integrated School who completed the 2018–2019 program participated.

Research Instrument

The study used a structured survey questionnaire to examine the relationship between SHS strands at CVLIS and graduates' college programs or careers, their satisfaction with CVLIS education and services, and the impact of SHS on their success. The questionnaire included closed-ended questions (Likert scale, multiple-choice, and yes/no) on graduate profile (strand completed, current program/employment, and course alignment); satisfaction with CVLIS external factors; and skill development (communication, problem-solving, critical thinking, and values formation) (Catamin et al., 2024).

Statistical Treatment of Data

Data were analyzed using frequency and percentage distribution, where frequency indicated how often a response occurred and percentage showed its proportion of the total (Smith, 2024; Brown, 2024). The mean was calculated by summing graduates' satisfaction scores for CVLIS external factors and skill development across SHS strands, then dividing by the number of respondents (Purdue Online Writing Lab, n.d.). Standard deviation assessed variation in responses relative to the mean (Omda et al., 2023).

III. Result

This section presents the collected data and its corresponding statistical analysis and interpretation.

Table 1. Profile of the Graduates in Terms of Program Articulation

Strand	f	RF
STEM	14	15.91
ABM	13	14.77
HUMSS	16	18.18
Tech-VOC	36	40.91
GAS	9	10.23
Total	88	100

The table presents the largest group of respondents belonging to the Tech-VOC strand, with 36 respondents, accounting for 40.91% of the total 88 respondents. This is followed by HUMSS with 16 respondents (18.18%), STEM with 14 respondents (15.91%), ABM with 13 respondents (14.77%), and GAS with 9 respondents (10.23%). Overall, the data indicate that most respondents took the Tech-VOC strand during senior high school.

Table 2. Profile of the Graduates in Terms of Course Alignment

Strand	f	RF
YES	68	77.27
NO	20	22.73
Total	88	100

Table 2 presents the frequency and percentage distributions of respondents by course alignment. Most indicated YES (68 respondents, 77.27%), while 20 respondents (22.73%) reported NO, showing that most pursued college programs aligned with their SHS strand. These results align with previous studies (Tagulob et al., 2019; Mediana, 2023; Gonzales et al., 2024), indicating that SHS strands generally prepare graduates for aligned academic or career paths, though some choose different fields due to personal or external factors.



Table 3. Satisfaction with CVLIS' external factors

SATISFACTION	Mean	SD	Verbal Interpretation
1. Teachers' Instructions' Quality	3.68	0.47	STRONGLY AGREE
2. Learning Environment	3.59	0.52	STRONGLY AGREE
3. Safety, Security, and Disaster Preparedness	3.50	0.50	AGREE
4. Canteen/Food Services	3.09	0.62	AGREE
5. Sanitation (CR, Classroom, etc.)	3.07	0.75	AGREE
6. Information Dissemination	3.38	0.49	AGREE
7. Extra-Curricular Activities	3.44	0.62	AGREE
Overall Mean	3.39		AGREE

Legend: 3.51 – 4.0 STRONGLY AGREE; 2.51 – 3.50 AGREE; 1.51 – 2.50 DISAGREE; 1.0 – 1.51 STRONGLY DISAGREE

Table 3 shows respondents' satisfaction with different aspects of Limians' education. Teachers' Instructional Quality had the highest mean ($M = 3.68$, $SD = 0.47$) and Canteen/Food Services had the lowest ($M = 3.09$, $SD = 0.62$), with an overall mean of 3.06, indicating agreement that these aspects contributed to college and career success. School facilities and learning environments support effective teaching and learning (Hasbullah, Yusoff et al., 2011, as cited in Tondo et al., 2021), while insufficient facilities may affect performance (Limon, 2016, as cited in Tondo et al., 2021).

Table 4. Contribution of the senior high school program to graduates' development in terms of communication skills

COMMUNICATION SKILL	Mean	SD	Verbal Interpretation
1. I enhanced my ability to express ideas clearly in oral communication for academic and practical purposes. (e.g., class presentations, discussions)	3.66	0.50	STRONGLY AGREE
2. I enhanced my ability to express ideas clearly in written communication for academic and practical purposes. (e.g., essay writing, reports)	3.61	0.51	STRONGLY AGREE
3. The program helped me develop my ability to use appropriate language for different audiences.	3.61	0.51	STRONGLY AGREE
4. I strengthened my ability to share and exchange ideas during group activities.	3.64	0.51	STRONGLY AGREE
5. I learned how to give and receive constructive feedback respectfully.	3.67	0.50	STRONGLY AGREE
6. The SHS program trained me to listen actively and respond appropriately.	3.66	0.52	STRONGLY AGREE
7. I developed digital communication skills by using online platforms for academic tasks and collaboration.	3.61	0.53	STRONGLY AGREE
Overall Mean	3.64		STRONGLY AGREE

Legend: 3.51 – 4.0 STRONGLY AGREE; 2.51 – 3.50 AGREE; 1.51 – 2.50 DISAGREE; 1.0 – 1.51 STRONGLY DISAGREE

Table 4 presents respondents' assessment of their communication skills developed through Limians' education. All indicators received high mean scores, with the highest for "I learned how to give and receive constructive feedback respectfully" (M = 3.67, SD = 0.50) and an overall mean of 3.64, indicating strong agreement that their SHS education enhanced communication skills. These results align with Lenard et al. (2018) and Ferris (2014), showing that practicing communication skills in SHS prepares students for academic discussions, collaborative learning, workplace communication, and professional interactions.



Table 5. Contribution of the senior high school program to graduates' development in terms of problem-solving skills

PROBLEM-SOLVING SKILL	Mean	SD	Verbal Interpretation
1. I gained confidence in solving academic challenges independently through the SHS program.	3.59	0.54	STRONGLY AGREE
2. The program helped me apply creative thinking to overcome obstacles in both academic and non-academic settings.	3.52	0.55	STRONGLY AGREE
3. I learned to approach problems systematically by breaking them into manageable parts.	3.58	0.54	STRONGLY AGREE
4. The SHS program encouraged me to seek multiple perspectives when solving complex problems.	3.53	0.52	STRONGLY AGREE
5. The SHS program helped me think flexibly when solving problems.	3.61	0.51	STRONGLY AGREE
6. The SHS program helped me improve my ability to thoroughly analyze problems.	3.61	0.51	STRONGLY AGREE
7. The SHS program strengthened my confidence in making sound decisions when faced with problems.	3.61	0.51	STRONGLY AGREE
Over-all Mean	3.58		STRONGLY AGREE

Legend: 3.51 – 4.0 STRONGLY AGREE; 2.51 – 3.50 AGREE; 1.51 – 2.50 DISAGREE; 1.0 – 1.51 STRONGLY DISAGREE

Table 5 presents respondents' evaluation of problem-solving skills developed through Limians' education. The highest means ($M = 3.61$, $SD = 0.51$) were observed for thinking flexibly, analyzing problems thoroughly, and strengthening confidence in making decisions, with an overall mean of 3.58, indicating Strongly Agree that SHS education enhanced problem-solving skills. These findings align with Incebacak et al. (2016) and Ozturk et al. (2016), suggesting that CVLIS graduates can approach problems systematically and creatively, enhancing resilience and independence, while problem-based learning may further support preparedness for real-life challenges.

Table 6. Contribution of the senior high school program to graduates' development in terms of information literacy

INFORMATION LITERACY	Mean	SD	Verbal Interpretation
1.The SHS program helped me identify reliable sources of information.	3.63	0.49	STRONGLY AGREE
2. I enhanced my ability to use technology and online resources responsibly.	3.55	0.59	STRONGLY AGREE
3. I gained proficiency in properly citing sources and avoiding plagiarism through the SHS program.	3.55	0.52	STRONGLY AGREE
4. The program helped me apply information effectively to support my academic arguments or projects.	3.52	0.52	STRONGLY AGREE
5. I am aware of the ethical considerations related to using and sharing information.	3.59	0.52	STRONGLY AGREE
6. The program improved my skills in evaluating different solutions before choosing the best one.	3.55	0.52	STRONGLY AGREE
7. The SHS program encouraged me to learn from mistakes and apply lessons to future problems.	3.57	0.52	STRONGLY AGREE
Over-all Mean	3.56		STRONGLY AGREE

Legend: 3.51 – 4.0 STRONGLY AGREE; 2.51 – 3.50 AGREE; 1.51 – 2.50 DISAGREE; 1.0 – 1.51 STRONGLY DISAGREE

Table 6 presents respondents' assessment of information literacy developed through Limians' education. Identifying reliable sources received the highest mean ($M = 3.63$, $SD = 0.49$), with an overall mean of 3.56, indicating Strongly Agree that SHS education enhanced information literacy. These results align with Akor (2024) and Basque (2020), showing that CVLIS graduates are equipped to responsibly access, evaluate, and apply information, improving academic achievement, self-efficacy, and workforce readiness.



Table 7. Contribution of the senior high school program to graduates' development in terms of critical thinking skills

CRITICAL THINKING SKILL	Mean	SD	Verbal Interpretation
1.The program helped me develop the ability to evaluate ideas and arguments objectively.	3.50	0.53	AGREE
2. I gained the ability to apply logical reasoning to make informed decisions.	3.50	0.53	AGREE
3. The program encouraged me to reflect before making judgement.	3.52	0.50	STRONGLY AGREE
4. I became confident in vocabulary, which encouraged me to apply what I learned to improve my thought process.	3.52	0.52	STRONGLY AGREE
5. I gained critical thinking skills as an advantage in adapting to challenges in college and the workplace.	3.59	0.52	STRONGLY AGREE
6. I developed the habit of asking questions and clarifying ideas rather than accepting them at face value.	3.58	0.52	STRONGLY AGREE
7. I enhanced my problem-solving and decision-making skills.	3.53	0.55	STRONGLY AGREE
Overall Mean	3.54		STRONGLY AGREE

Legend: 3.51 – 4.0 STRONGLY AGREE; 2.51 – 3.50 AGREE; 1.51 – 2.50 DISAGREE; 1.0 – 1.51 STRONGLY DISAGREE

The findings of Table 7 show that Limians' education positively influenced the critical thinking skills of senior high school graduates from Camp Vicente Lim Integrated School, with an overall mean of 3.54 (Strongly Agree). Respondents agreed that the program helped them evaluate ideas objectively, apply logical reasoning, reflect before making judgments, and adapt critical thinking skills to college and workplace challenges, with the highest mean for applying skills to real-life challenges ($M = 3.59$, $SD = 0.52$). These results align with Evan Carla (2020), Nada (2020), and Tio (2016), indicating that the SHS program effectively develops critical thinking abilities essential for academic and professional success.

Table 8. Contribution of the senior high school program to graduates' development in terms of personal values

PERSONAL VALUES	Mean	SD	Verbal Interpretation
1.The program instilled in me a strong sense of integrity, particularly in academic honesty.	3.58	0.54	AGREE
2. I developed a greater sense of responsibility in managing tasks and meeting deadlines.	3.57	0.54	AGREE
3. The SHS program taught me the importance of ethical decision-making in both personal and academic situations.	3.61	0.51	STRONGLY AGREE
4. I learned to respect diversity and inclusivity through interactions with classmates from different backgrounds.	3.66	0.52	STRONGLY AGREE
5. The program helped me to be committed by following the school rules, embodying the school's core values, and showing interest in my studies.	3.59	0.54	STRONGLY AGREE
6. I developed better accountability in aspects of developing and achieving my goals by setting a clear vision, being resilient, and motivated.	3.56	0.54	STRONGLY AGREE
7. The SHS experience helped me develop resilience and self-control when faced with personal or academic setbacks.	3.64	0.53	STRONGLY AGREE
Over-all Mean	3.60		STRONGLY AGREE

Legend: 3.51 – 4.0 STRONGLY AGREE; 2.51 – 3.50 AGREE; 1.51 – 2.50 DISAGREE; 1.0 – 1.51 STRONGLY DISAGREE

The results of Table 8 indicate that Limians' education positively influenced the personal values of senior high school graduates from Camp Vicente Lim Integrated School, with an overall mean of 3.60 (Strongly Agree). Respondents agreed that the program enhanced integrity, responsibility, resilience, ethical decision-making, and respect for diversity, with the highest mean for promoting respect for diversity ($M = 3.66$, $SD = 0.52$). These findings align with Kohlberg's Theory of Moral Development, Bandura's Social Learning Theory, and Values Education Theory (McLeod, 2024; Suruso et al., 2024), suggesting that the SHS program effectively fosters personal values essential for ethical behavior, academic honesty, and professional conduct.

Table 9. Effectiveness of CVLIS' SHS Program

EFFECTIVENESS OF CVLIS' SHS PROGRAM	f	RF
4 - Very Effective	38	43.18
3 – Effective	48	54.55
2 - Ineffective	2	2.27
1 - Very Ineffective	0	0
Total	88	100

The data in Table 9 shows that the SHS program of Camp Vicente Lim Integrated School is generally perceived as effective. Out of 88 respondents, 48 (54.55%) rated it Effective, 38 (43.18%) Very Effective, and only 2 (2.27%) Ineffective, indicating that the majority view the program positively. These results align with Challenge and Threat Theory (Meijen et al., 2020) and Cognitive Load Theory (Sweller, 2020; Educational Research Review, 2020), suggesting that the SHS program effectively prepares students for post-secondary education and employment through well-structured teaching and academic support.

Table 10. Adequacy of CVLIS' SHS Program

ADEQUACY OF CVLIS' SHS PROGRAM	f	RF
4 - Very Adequate	37	42.05
3 – Adequate	48	54.55
2 – Inadequate	3	3.40
1 - Very Inadequate	0	0
Total	88	100

The data in Table 10 indicates that the SHS program of Camp Vicente Lim Integrated School is generally perceived as adequate. Among 88 respondents, 48 (54.55%) rated it as Adequate, 37 (42.05%) as Very Adequate, and only 3 (3.40%) as Inadequate, indicating that most respondents believe the program meets their academic and developmental needs. These findings align with Galabo and Seisa (2023) and Barnett et al. (2012), suggesting that CVLIS provides sufficient preparation for college and career while highlighting the need for ongoing assessment and enhancement of student support.

Table 11. Relevance of CVLIS' SHS Program

RELEVANCE OF CVLIS' SHS PROGRAM	f	RF
4 - Very Relevant	36	40.91
3 – Relevant	50	56.82
2 – Irrelevant	1	1.14
1 - Very Irrelevant	1	1.13
Total	88	100

The data in Table 11 shows that the SHS program of Camp Vicente Lim Integrated School is largely perceived as relevant. Of 88 respondents, 50 (56.82%) rated it as Relevant, 36 (40.91%) as Very Relevant, and 2 (1.14% + 1.13%) as Irrelevant/Very Irrelevant, indicating that most respondents view the program as aligned with their academic and career preparation. These findings align with Abrigo and Orbeta Jr. (2023) and Carada et al. (2022), suggesting that CVLIS effectively equips students with employable skills and that continuous curriculum review may further enhance relevance and graduate employability.

IV. Discussion

The study revealed that the majority of respondents were TECH-VOC graduates, with HUMSS, STEM, ABM, and GAS strands also represented, reflecting the diverse academic backgrounds of Senior High School (SHS) completers. College program choices were found to align closely with their respective strands, demonstrating the effectiveness of the SHS curriculum in preparing students for higher education pathways. Furthermore, respondents expressed high satisfaction with the quality of education at CVLIS, particularly with teachers' instructional competence. The SHS program was also credited for significantly enhancing essential skills such as communication, problem-solving, information literacy, critical thinking, and personal values. Overall, these findings affirm that the SHS program at CVLIS is effective, adequate, and relevant in equipping graduates for both college and career success.

Recommendations

Based on the findings of the study, several recommendations are proposed to further strengthen the effectiveness of the SHS program at CVLIS. It is recommended that the school invest in upgrading its learning facilities and instructional resources, including classrooms, laboratories, libraries, and digital tools, while also ensuring proper ventilation, hygiene, and sanitation across campus. Enhancing the school canteen and food services by providing safe and nutritious meals will also support students' health and academic performance. At the same time,



continuous faculty development in innovative teaching methods and technologies should be prioritized to sustain high instructional quality.

In addition, personalized career counseling, workshops, and internship opportunities should be expanded to help students make informed academic and career decisions. Establishing a formal alumni feedback system and conducting future tracer studies will provide valuable insights into graduates' career success and the long-term impact of the SHS program. These measures will ensure that CVLIS remains responsive, relevant, and effective in preparing students for both higher education and workforce demand.

References

- Abrigo, M. R. M., & Orbeta, A. C., Jr. (2023). Senior high school: What do additional years of basic education schooling buy? [PDF]. <https://edcom2.gov.ph/media/2023/10/pidspn2315.pdf>
- Barnett, E. A., Corrin, W., Nakanishi, A., Hare Bork, R., Mitchell, C., & Sepanik, S. (2012). Preparing high school students for college: An exploratory study of college readiness partnership programs in Texas. Community College Research Center, Teachers College, Columbia University. <https://ccrc.tc.columbia.edu/media/k2/attachments/college-readiness-partnerships.pdf>
- Basque, A., Smith, J., & Lee, K. (2020). Credited information literacy training sessions for graduate students still relevant after 18 years: A case study. <https://doi.org/10.18260/1-2--34351>
- Cordero, A., Reyes, P., & Santos, L. (2022). Alignment of the senior high school strand to the college course enrolled by the graduates of La Salette of Jones batch 2018–2019. <https://ejournals.ph/article.php?id=21745>
- Department of Education. (2018, April 7). Jobs a hit or miss for senior high school graduates. <https://www.deped.gov.ph/2018/04/07/special-report-jobs-a-hit-or-miss-for-senior-high-school-graduates>
- Galabo, N., & Seisa, J. (2023). The road to readiness: Aspiration and preparedness of Grade 12 SHS students in pursuing college degree. https://www.researchgate.net/publication/372400385_The_Road_to_ReadinessAspiration_and_Preparedness_of_Grade_12_SHS_Students_in_Pursuing_College_Degree
- Hasbullah, Yusoff, & Vitasari. (2011, as cited in Tondo & Detecio, 2021). Satisfaction of senior high school graduates on senior high school tracks: Opportunities and challenges. Asia Pacific Higher Education Research Journal, 8(1), 1–20. <https://doi.org/10.56278/apherj.v8i1.1694>

- Incebacak, N. B. B., & Ersoy, N. E. (2016). Problem-solving skills of secondary school students. *China-USA Business Review*, 15(6). <https://doi.org/10.17265/1537-1514/2016.06.002>
- Lenard, D. B., & Pintarić, I. (2018). Comparison of employers' and students' perceptions regarding communication skills. *The Journal of Teaching English for Specific and Academic Purposes*, 6, 63–82. <https://doi.org/10.22190/JTESAP1801063B>
- Maderazo, J. (2016). Tracer study of dentistry graduates of one higher education institution in the Philippines from 2008 to 2012. *Asia Pacific Journal of Multidisciplinary Research*, 4(3), 160–167. <https://oaji.net/articles/2016/1543-1475117531.pdf>
- McLeod, S. (2024a). Bandura's social learning theory. *Simply Psychology*. <https://www.simplypsychology.org/bandura.html>
- McLeod, S. (2024b). Kohlberg's moral development theory. *Simply Psychology*. <https://www.simplypsychology.org/kohlberg.html>
- Mediana, N. J. (2023). Collegiate program alignments of STEM graduates of Mercedes B. Peralta Senior High School along the science, technology, engineering, agriculture, and mathematics (STEAM) domains and allied disciplines: A tracer study. *ScienceOpen Preprints*. <https://doi.org/10.14293/pr2199.000287.v1>
- Meijen, C., Turner, M., Jones, M. V., Sheffield, D., & McCarthy, P. (2020). A theory of challenge and threat states in athletes: A revised conceptualization. *Frontiers in Psychology*, 11, 126. <https://doi.org/10.3389/fpsyg.2020.00126>
- Nada, A. (2020). Teaching critical thinking skills: Literature review. *Turkish Online Journal of Educational Technology*, 19, 21–39. https://www.researchgate.net/publication/350011067_Teaching_Critical_Thinking_Skills_Literature_Review
- Omda, S. E., & Sergent, S. R. (2023). Standard deviation. *StatPearls*. <https://www.ncbi.nlm.nih.gov/books/NBK574574/>
- Ozturk, T., & Guven, B. (2016). Evaluating students' beliefs in problem solving process: A case study. *Eurasia Journal of Mathematics, Science and Technology Education*, 12(3), 411–429. <https://doi.org/10.12973/eurasia.2016.1208a>
- Purdue Online Writing Lab. (n.d.). Descriptive statistics. https://owl.purdue.edu/owl/research_and_citation/using_research/writing_with_statistics/descriptive_statistics.html
- Smith, J. (2024). Understanding frequency in statistics. *Journal of Statistical Education*. <https://www.statisticseasily.com/glossario/what-is-frequency-in-statistics-and-data-analysis>
- Tagulob, A., & Durias, G. (2019). Correlates of students' career preference, senior high school track previously taken, and college programs currently enrolled in. *Journal of Multidisciplinary Studies*, 8(1). <https://doi.org/10.62249/jmds.2013.2405>



- Tondo, J., & Detecio, M. (2021). Satisfaction of senior high school graduates on senior high school tracks: Opportunities and challenges. *Asia Pacific Higher Education Research Journal*, 8(1), 1–20. <https://doi.org/10.56278/apherj.v8i1.1694>
- UNICEF. (2021). Every child learns. <https://www.unicef.org/media/121736/file/Global-annual-results-report-2021-goal-area-2.pdf>
- Wang, D., Liu, X., & Deng, H. (2022). The perspectives of social cognitive career theory approach in current times. *Frontiers in Psychology*, 13, 1023994. <https://doi.org/10.3389/fpsyg.2022.1023994>