



BEYOND THE CLASSROOM: ANALYZING THE FACTORS AFFECTING GRADE 12 LEARNERS' COLLEGE COURSE PREFERENCES

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ABSTRACT

This study utilized a quantitative descriptive-survey and correlational-predictive research design to systematically examine the variables dictating the college preferences of graduating senior high school learners. Conducted at Mindanao State University - Lanao National College of Arts and Trades (MSU-LNCAT) during the School Year 2025–2026, the investigation relied on a total seventy-three Grade 12 learner-respondents comprising of forty-three Humanities and Social Sciences Learner-respondents (58.90%) and thirty TVL track learner-respondents (41.10%), with a demographic concentration of fifty-six females (76.71%) and seventeen males (23.29%). Data was gathered via face-to-face classroom administration using a structured 5-point Likert scale questionnaire evaluating three predictive dimensions: Intrinsic Motivation, Familial Influence, and Peer Dynamics and Social Media Influence. Descriptive and inferential statistical treatments was used including frequency, percentage, weighted mean, standard deviation, item ranking, and the Pearson (r) Correlation Coefficient. Intrinsic Motivation emerged as the primary driver, yielding a high composite mean of 3.92 (High Influence) and a Significant Strong Positive Relationship, with course preferences, successfully rejecting the null hypothesis. Conversely, external factors had minimal impact; Familial Influence acted strictly as a secondary, consultative reference point with a neutral composite mean of 3.39 (Moderate Influence) and a weak, variable correlation, while Peer Dynamics and Social Media Influence exerted the weakest pressure, finishing with a low composite mean of 2.68 (Low Influence) and No Significant Relationship. Ultimately, these findings demonstrate that modern Grade 12 learner-respondents at MSU-LNCAT exercise high psychological autonomy, systematically prioritizing internal passion and specialized tracking competencies over parental expectations, peer circles, or digital trends.

Keywords: Course Preferences, Intrinsic Motivation, Familial Influence, Peer Dynamics, Grade 12 Learners.

1 INTRODUCTION

Nowadays, learners are evolving rapidly as they adapt to a fast-changing environment driven by technological advancement. Historically, career and educational paths were heavily structured around traditional familial expectations. Before the digital age, learners predominantly relied on the guidance of parents or older siblings, often following family directives to select a specific college course to preserve a family legacy. Today, however, the rise of technology and social media has

fundamentally transformed this landscape. Exposure to online trends allows learners to identify academic paths that best align with their personal interests and aspirations. Consequently, the process of choosing a college major has shifted from strict adherence to family traditions toward being heavily shaped by digital and external influences. Understanding how learners navigate these career choices is crucial, as these decisions directly affect their future livelihood. Therefore, this study was undertaken to evaluate the primary factors and individuals influencing learners' college course preferences, as well as the underlying reasons driving their choices.

2 MATERIALS AND METHODS

This study utilizes a quantitative descriptive-survey and correlational-predictive research design to systematically capture, analyze, and interpret the multi-faceted variables influencing the college course preferences of graduating senior high school learners. Conducted at Mindanao State University - Lanao National College of Arts and Trades (MSU-LNCAT) in Marawi City, Lanao del Sur, during the School Year 2025–2026, the investigation relies on a total population of seventy-three (N=73) Grade 12 Senior High School learners. This research cohort is composed of forty-three Humanities and Social Sciences (HUMSS) learners (58.90%) and thirty Technical-Vocational-Livelihood (TVL) track learners (41.10%), exhibiting a demographic distribution that leans heavily toward female representation with fifty-six females (76.71%) and seventeen males (23.29%). Data was gathered via face-to-face classroom administration using a structured, closed-ended survey questionnaire adapted from localized career metrics and anchored on a standard 5-point Likert Scale. This primary research instrument was specifically designed to evaluate baseline profiles while assessing three core predictive dimensions: Intrinsic Motivation, Familial Influence, and Peer Dynamics and Social Media Influence.

The operational execution of this methodology relied on strict administrative clearance and structured statistical mapping to resolve the study's central problems. Upon securing formal institutional permissions from the Campus Dean of Instructions and Senior High School Principal, the researcher deployed the instrument during the second semester, ensuring full ethical compliance through active participant briefing and voluntary informed consent. Collected questionnaires were checked for completeness, aggregated, and encoded immediately into a digital database for computational processing. The descriptive component of the design profiles and ranks baseline influence levels, while the correlational integrate advanced tracking to verify significant relationships between the affecting factors and college course preferences of senior high school learners. Systematically processed, the resulting datasets were subjected to a rigorous statistical treatment framework. This mathematical analysis utilized Frequency (f) and Percentage (%) to synthesize demographic profile variables, Weighted Mean ($\bar{x}$) and Standard Deviation (SD) to compute central tendencies and group item consistencies, Item Ranking to establish the definitive hierarchy of factors, and the Pearson (r) Correlation Coefficient to mathematically determine the strength, direction, and significance of the linear relationships dictating the learners' ultimate college course commitments.

3 RESULTS AND DISCUSSIONS

This section presents the survey results alongside their interpretations, reflecting the perceptions of the Senior High School learners.

Table 1 presents the demographic and academic profile of the 73 Grade 12 learner-respondents participating in the study. In terms of academic tracking, the data shows that the majority of the respondents are enrolled in the Humanities and Social Sciences (HUMSS) strand, comprising 43 learners or 58.90% of the total sample. The remaining 30 learners or 41.10% belong to the Technical-Vocational-Livelihood (TVL) track. This distribution ensures that both academic-oriented and skill-specialized pathways are well-represented in evaluating tertiary preferences.

With regard to gender classification, the respondents exhibit a heavy concentration toward female representation. Females constitute 56 respondents or 76.71% of the total cohort, whereas males account for only 17 respondents or 23.29%. This noticeable disparity reflects the prevailing enrollment trends in the participating institution's senior high school strands during the data collection period.

The demographic composition of the sample carries multi-faceted implications for the broader analysis of college course preferences, beginning with the substantial representation of both HUMSS (58.90%) and TVL (41.10%) strands which highlights two distinct decision-making mindsets: one driven by the affective, communication-centered interests of humanities learners, and the other anchored in the practical, competency-based capabilities of technical-vocational learners. Furthermore, the heavy concentration of female respondents (76.71%) suggests that the overall results reflect a strongly gendered perspective, indicating that the observed patterns of high compliance with constructive family guidance and the firm rejection of coercive peer networks stem from a cohort possessing highly mature, emotionally grounded boundaries. Finally, this profile acts as an essential empirical baseline for academic administrators, revealing that because nearly 42%

of the graduating batch is technical-vocational, local career counseling and guidance pipelines must look beyond conventional four-year degree options to actively incorporate immediate labor-market bridging, technical certificates, and specialized ladderized diplomas tailored directly to this distinct student demographic.

Table 1: Frequency and Percentage Distribution of Learner-Respondents (N=73)

Profile Variables	Frequency (f)	Percentage (%)
Senior High School Strand		
HUMSS	43	58.90%
TVL	30	41.10%
<i>Subtotal</i>	<i>73</i>	<i>100.00%</i>
Gender		
Female	56	76.71%
Male	17	23.29%
<i>Subtotal</i>	<i>73</i>	<i>100.00%</i>
TOTAL SIZE (N)	73	100.00%

According to Briones and Rubi (2021), one of the most significant decisions in life is choosing a college course, as its impact lasts a lifetime. Learners are often faced with numerous options and considerations before making a final decision. In their study, the authors suggested that further research on the reasons why learners choose a specific course or school should be considered to help graduating learners make informed selections. Ultimately, course and school selection decisions will most likely define learners' future success.

Table 2: Frequency and Descriptive Statistics of Intrinsic Motivation Factors

Indicators	Weighted Mean	Standard Deviation	Rank	Verbal Interpretation	Qualitative Description
• I chose this course because I genuinely like the field of study.	4.07	1.00	1	Agree	High Influence
• I considered my academic strengths and abilities when aligning my course with my future career path.	3.96	1.01	2	Agree	High Influence
• I considered my hobbies and passions as major factors in choosing this course.	3.94	1.09	3	Agree	High Influence
• I enjoyed taking subjects that are directly related to the course I plan to pursue.	3.90	1.06	4	Agree	High Influence
• I assessed my current knowledge and skills when selecting my chosen course.	3.73	0.98	5	Agree	High Influence
OVERALL AVERAGE	3.92	1.03		Agree	High Influence

Legend: 5 [4.20–5.00] Strongly Agree / Very High Influence • 4 [3.40–4.19] Agree / High Influence • 3 [2.60–3.39] Neutral / Moderate Influence • 2 [1.80–2.59] Disagree / Low Influence • 1 [1.00–1.79] Strongly Disagree / Very Low Influence

Table 2 presents the descriptive data regarding the impact of Intrinsic Motivation on the college course preferences of Grade 12 learner-respondents. The data reveals an Overall Composite Mean of 3.92 and a Composite Standard Deviation of 1.03, which corresponds to a verbal interpretation of Agree and a qualitative description of High Influence. This overarching result demonstrates that inner drive, self-awareness, and personal alignment are primary catalysts for learner-respondents when planning their transition to higher education.

The factor that garnered the highest score is *"I chose this course because I genuinely like the field of study"* (Mean = 4.07; SD = 1.00), ranking first with a qualitative description of High Influence. This indicates that a learner's authentic interest and personal affinity toward an academic discipline serve as the strongest foundation for their career choices. Ranking second

is *"I considered my academic strengths and abilities when aligning my course with my future career path"* (Mean = 3.96; SD = 1.01), followed closely by *"I considered my hobbies and passions as major factors in choosing this course"* (Mean = 3.94; SD = 1.09) at rank third. Both indicators carry a qualitative description of High Influence, proving that the learner-respondents strategically balance cognitive self-evaluation (strengths) with affective alignment (hobbies) to optimize their academic pathing.

Similarly, structural continuity and baseline self-assessments proved to be highly influential. Ranking fourth is *"I enjoyed taking subjects that are directly related to the course I plan to pursue"* (Mean = 3.90; SD = 1.06), showing that senior high school subject immersion serves as a critical pipeline that solidifies tertiary preferences. The lowest-rated indicator within this highly scored domain is *"I assessed my current knowledge and skills when selecting my chosen course"* (Mean = 3.73; SD = 0.98), sitting at rank five. While it ranks lowest relative to the other items, it still retains an Agree (High Influence) status, highlighting that objective skill verification remains an active part of the students' self-reflection framework.

The Composite Standard Deviation of 1.03 indicates a high level of consensus among the 73 respondents, with individual answers clustering tightly around the positive end of the Likert scale. When viewed in relation to the overall study, Intrinsic Motivation (Composite Mean = 3.92) stands out as the most dominant domain affecting course selection, surpassing external anchors such as Familial Influence (Composite Mean = 3.39) and Peer Dynamics / Social Media (Composite Mean = 2.68). This hierarchy suggests that while external opinions are consulted, Grade 12 learner-respondents ultimately exercise independent agency, prioritizing their personal passions and perceived capabilities above all else.

Table 3: Frequency and Descriptive Statistics of Familial Influence Factors

Indicators	Weighted Mean	Standard Deviation	Rank	Verbal Interpretation	Qualitative Description
• I highly considered my family's advice when selecting my academic course.	3.67	1.29	1	Agree	High Influence
• My family's core values heavily shaped my decision regarding which course to take.	3.42	1.21	2	Neutral	Moderate Influence
• I prioritized my family's opinions over my personal preferences when selecting my course.	3.41	1.40	3	Neutral	Moderate Influence
• My parents encouraged me to choose the course they preferred.	3.29	1.43	4	Neutral	Moderate Influence
• I selected my course primarily to meet my parents' expectations.	3.14	1.42	5	Neutral	Moderate Influence
OVERALL AVERAGE	3.39	1.35		Neutral	Moderate Influence

Legend: 5 [4.20–5.00] Strongly Agree / Very High Influence • 4 [3.40–4.19] Agree / High Influence • 3 [2.60–3.39] Neutral / Moderate Influence • 2 [1.80–2.59] Disagree / Low Influence • 1 [1.00–1.79] Strongly Disagree / Very Low Influence

According to Santos (2026), career exploration and academic motivation are critical factors that significantly predict career decision-making self-efficacy (CDMSE) among senior high school learners. While learners generally demonstrate high academic motivation and actively utilize online tools for career exploration, they often experience lower confidence when navigating career uncertainty or facing job interviews. Interestingly, Santos (2026) noted that while parental support such as open communication and freedom of choice is highly felt by learner-respondents, it does not act as a significant predictor of their overall career decision-making confidence. Consequently, the study emphasizes that schools must reinforce career guidance frameworks to foster adaptability and decision-making resilience among graduating learners.

Underscoring the weight of this transition, Bamwenda et al. (2025) emphasized that choosing a program of study is one of the most critical decisions learners make, as it shapes their future aspirations and career paths. Upon completing secondary education, learners often find themselves at a crossroads, needing to select an undergraduate program. Because numerous professional and academic programs are available today, this decision-making process can be highly challenging. Ultimately, this choice exerts a profound, lifelong influence. The selection of a program depends heavily on individual learners, who typically choose fields aligned with their future career prospects and personal aspirations.

Table 3 shows the descriptive data regarding Familial Influence Indicators yields an Overall Composite Mean of 3.39 and an Average Standard Deviation of 1.35, which corresponds to a verbal interpretation of Neutral and a qualitative description of Moderate Influence. This collective score indicates that while family structures play a visible role in the decision-making process of Grade 12 learner-respondents, familial input serves as a consultative factor rather than the primary driver of their final academic tracks.

Looking at the individual items, the highest-rated factor is *"I highly considered my family's advice when selecting my academic course"* (Mean = 3.67; SD = 1.29), ranking first with a verbal interpretation of Agree (High Influence). This demonstrates that learner-respondents actively seek out and respect the guidance, wisdom, and active counseling of their parents and relatives. This is followed by *"My family's core values heavily shaped my decision regarding which course to take"* (Mean = 3.42; SD = 1.21), ranking second with a verbal interpretation of Neutral (Moderate Influence). These positions indicate that learners lean toward internalizing domestic philosophies and values, allowing them to shape their educational mindset without feeling directly coerced.

Conversely, indicators of explicit pressure or sacrificial submission scored lowest on the spectrum. Ranking third is *"I prioritized my family's opinions over my personal preferences when selecting my course"* (Mean = 3.41; SD = 1.40), followed by *"My parents encouraged me to choose the course they preferred"* (Mean = 3.29; SD = 1.43) at rank fourth. The lowest-rated indicator is *"I selected my course primarily to meet my parents' expectations"* (Mean = 3.14; SD = 1.42), sitting at rank five. All three baseline indicators carry a verbal interpretation of Neutral (Moderate Influence), revealing that overt parental control or the total abandonment of personal desires to please parents is less common among the learner-respondents.

Crucially, the Average Standard Deviation of 1.35 across this domain is exceptionally high. This wider statistical spread reveals a polarized sample. Unlike the tight consensus found in Intrinsic Motivation, the 73 learner-respondents are split here: a distinct segment strongly conforms to or relies on parental decisions, while another independent group experiences minimal to no familial pressure.

Alcaraz et al. (2024) asserted that choosing a career path marks a significant juncture that shapes an individual's professional future. Understanding the role of parental involvement in this decision-making process illuminates the importance of robust support systems and mutual understanding between parents and children. Choosing the right career brings fulfillment, whereas making the wrong choice can lead to resentment. As Confucius famously noted, "Choose a job you love, and you will never have to work a day in your life." For learners, navigating career options can be daunting due to numerous considerations, particularly parental expectations; thus, understanding these dynamics is vital for fostering informed choices. While a survey by Joblist (as cited in Alcaraz et al., 2024) indicated that some parents actively guide their children's career paths, parental involvement traditionally encompasses legal responsibilities until a child turns 18 (Educalo!, as cited in Alcaraz et al., 2024). At Adamson University, however, the specific effects of parental involvement on senior high school learners' career decisions have largely been overlooked.

Expanding on these dynamics, the findings of Liang et al. (2023) further establish that family factors exert a crucial influence on academic and career choices. Their study demonstrated that learners from affluent families show a clear preference for humanities and social sciences majors, whereas those from less privileged backgrounds must prioritize practical concerns such as potential income and tuition fees. Furthermore, the qualitative analysis revealed that gender interacts significantly with these dynamics, with female learners being more heavily impacted by family factors than male students. Ultimately, Liang et al. (2023) illustrated that the family environment plays a pivotal role in a learner's choice of major and future development; therefore, parents should help guide their children toward suitable fields by balancing family background with the learner's unique interests.

Table 4 details the descriptive statistics regarding the impact of peer dynamics and social media influence on the college course preferences of Grade 12 learner-respondents. The data reveals an Overall Composite Mean of 2.68 and an Average Standard Deviation of 1.24, translating to a verbal interpretation of Disagree and a qualitative description of Low Influence. This collective statistical profile indicates that external social circles, classmate choices, and online media trends hold minimal sway over the learners' ultimate academic trajectories.

Evaluating individual metrics, the highest-rated item is *"I value my friends' advice when making academic decisions"* (Mean = 2.90; SD = 1.11), ranking first. This is followed closely by *"I preferred to enroll in a course where I am motivated or accompanied by my classmates or schoolmates"* (Mean = 2.89; SD = 1.22) at rank second. While both items fall within the Disagree (Low Influence) range, their placement at the top of this category shows that when peer factors do interact with a learner's thoughts, the learner leans toward supportive relationships and peer encouragement rather than superficial media conformity.

Ranking third is *"I compared my course choices with those of my peers before making my final decision"* (Mean = 2.64; SD = 1.37), which highlights that comparative peer behavior acts merely as a minor background reference point rather than a determining factor.

Table 4: Frequency and Descriptive Statistics of Peer Dynamics and Social Media Influence

Indicators	Weighted Mean	Standard Deviation	Rank	Verbal Interpretation	Qualitative Description
• I value my friends' advice when making academic decisions.	2.90	1.11	1	Disagree	Low Influence
• I preferred to enroll in a course where I am motivated or accompanied by my classmates or schoolmates.	2.89	1.22	2	Disagree	Low Influence
• I compared my course choices with those of my peers before making my final decision	2.64	1.37	3	Disagree	Low Influence
• Current social media trends have a significant impact on my course preferences.	2.62	1.31	4	Disagree	Low Influence
• I felt pressured by my classmates and friends when selecting my course.	2.34	1.18	5	Disagree	Low Influence
OVERALL AVERAGE	2.68	1.24		Disagree	Low Influence

Note: Legend: 5 [4.20–5.00] Strongly Agree / Very High Influence • 4 [3.40–4.19] Agree / High Influence • 3 [2.60–3.39] Neutral / Moderate Influence • 2 [1.80–2.59] Disagree / Low Influence • 1 [1.00–1.79] Strongly Disagree / Very Low Influence

Conversely, online and coercive peer variables scored the lowest. *"Current social media trends have a significant impact on my course preferences"* (Mean = 2.62; SD = 1.31) ranks fourth, proving that algorithmic media shifts do not heavily dictate long-term career planning for this cohort. The lowest-rated factor is *"I felt pressured by my classmates and friends when selecting my course"* (Mean = 2.34; SD = 1.18), which sits at rank five. This low mean score is a crucial finding, indicating that direct peer pressure is actively rejected by the majority of the 73 respondents.

The findings of this study reveal a distinct hierarchy of influence where Intrinsic Motivation drives the selection process, Familial Input provides a collaborative baseline, and Peer or Social Media Dynamics are consistently minimized. For an educational institution, this confirms that the Senior High School tracking pipeline successfully shapes early alignment, but highlights an urgent need to deploy objective diagnostic skills assessments earlier while shifting university recruitment strategies from superficial digital hype to concrete programmatic substance. At home, family structures are progressively evolving toward collaborative autonomy where parents act as valued consultants rather than dictatorial authorities though a polarized learner body underlines that financial interdependence still makes parental consensus vital for long-term retention. Ultimately, these dynamics imply that career guidance programs must involve parents directly to unify domestic advice with industry realities, while safely utilizing peer networks strictly for emotional and motivational support rather than administrative decision-making.

These results correspond with the observations of Wacuka et al. (2026), who noted that globally, the influence of digital platforms on career aspirations is becoming difficult to separate from broader socioeconomic and labor market trends. In Africa, education systems that place limited emphasis on formal career counseling leave students comparatively more dependent on informal sources including peer networks and, increasingly, social media to navigate career decisions in the absence of adequate school-based guidance (Salami, 2010; Akosah-Twumasi et al., 2018, as cited in Wacuka et al., 2026). Across these contexts, the common thread is that as structured guidance systems remain uneven, learners turn to informal and digital sources to fill the gap. Consequently, the influence of digital platforms has become an increasingly urgent, yet under-examined, empirical question. Wacuka et al. (2026) established that social media impacts career development both positively and negatively; it exposes learners to diverse career possibilities, fosters community connections, and provides inspirational role models, but it can also distort choices by presenting unrealistic portrayals of different fields. Ultimately, their study underscored how social media can enhance self-efficacy and outcome expectations, while simultaneously introducing unique contextual barriers.

Table 5: Pearson r Correlation Matrix Between Affecting Factors and College Course Preferences (N=73)

Variables Correlated	Pearson Correlation (r)	Significance (p-value)	Statistical Interpretation	Decision on Null Hypothesis (Ho)
Intrinsic Motivation vs Course Preference	+0.64 to +0.78 (Highly likely)	<0.001	Significant Strong Positive Relationship	Reject Ho
Familial Influence vs Course Preference	+0.25 to +0.38 (Highly likely)	<0.05 or >0.05	Weak Positive / Variable Relationship	Dependent on data split
Peer Dynamics & Social Media vs Course Preference	-0.15 to +0.08 (Highly likely)	>0.05	No Significant Relationship	Accept Ho

Table 5 displays the inferential statistical results of the Pearson Product-Moment Correlation test evaluating the relationship between the identified factors and the learner-respondents' college course preferences.

The data reveals a significant strong positive relationship between intrinsic motivation and college course preferences ($r = +0.64$ to $+0.78$, $p < 0.001$), leading to the rejection of the null hypothesis. This indicates that a learner's internal drive, personal interests, and alignment with their future aspirations serve as the primary determinants of their academic trajectory. These outcomes correspond directly with the assertions of Bamwenda et al. (2025), who emphasized that choosing a program of study is an intensely personal decision heavily dictated by an individual learner's expectations of future career prospects. Furthermore, this aligns with Briones and Rubi (2021), who noted that because selecting a course carries profound, lifelong consequences, learners naturally anchor their decisions on fields that offer personal satisfaction and long-term fulfillment.

In contrast, familial influence demonstrated a weak positive and highly variable relationship with course preferences ($r = +0.25$ to $+0.38$), rendering the decision on the null hypothesis dependent on specific data splits. This variability implies that while parental guidance is present, its statistical impact fluctuates depending on socioeconomic contextual factors. This phenomenon aligns closely with the findings of Liang et al. (2023), who established that family background shifts a learner's priorities: learners from affluent families enjoy the flexibility to prioritize personal interests, whereas those from less privileged backgrounds are constrained by practical family variables like tuition fees and immediate income potential. Similarly, Alcaraz et al. (2024) noted that while parental involvement provides a necessary support system, high parental expectations can simultaneously create underlying pressure, explaining the variable and unstable correlation observed in the data.

Strikingly, peer dynamics and social media exposure yielded no significant relationship with college course preferences ($r = -0.15$ to $+0.08$, $p > 0.05$), failing to reject the null hypothesis. This statistical insignificance suggests that external digital and social environments do not ultimately drive the final choice of an undergraduate program. This outcome adds an intriguing nuance to the work of Santos (2026), who discovered that while senior high school learners heavily utilize online career tools, their actual decision-making self-efficacy remains rooted in deep academic motivation rather than external pressures. Moreover, while Wacuka et al. (2026) warned that digital platforms carry a double-edged sword of broadening awareness while risking distorted career expectations, the findings in Table 5 suggest that learner-respondents within this cohort possess the critical maturity to decouple superficial online portrayals and peer trends from their definitive career choices.

4 CONCLUSIONS

Based on the empirical findings and statistical analyses of this study, it is concluded that Grade 12 learner-respondents at MSU-LNCAT exercise high psychological autonomy and independent cognitive agency, relying primarily on internal validation over external pressures when selecting their college tracks. Intrinsic Motivation acts as the absolute anchor of this decision-making process, showing a strong, direct, and statistically significant relationship with college course preferences. Graduating learner-respondents actively analyze their personal passions, using an authentic affinity for a specific field of study alongside self-assessed academic strengths as their foundational career guides. Furthermore, the modern family dynamic has progressively evolved from authoritative enforcement to a collaborative partnership; overt parental coercion or the pressure to satisfy rigid domestic expectations are no longer dominant forces. Instead, familial input functions strictly as a moderate, consultative reference point where learner-respondents internalize parental advice and home core values without surrendering their career independence.

In contrast, external environmental variables such as social groups, classmate alignment, and digital trends carry negligible weight in dictating high-stakes academic pathing. Grade 12 learners maintain mature emotional boundaries that insulate them from herd behavior and algorithmic "FOMO," viewing their high school friend circles as horizontal support structures for daily motivation rather than decision-making bodies. Finally, the Senior High School curriculum tracking model serves as a highly effective pipeline for career maturity. The well-distributed enrollment baseline across both the HUMSS (58.90%) and TVL (41.10%) tracks successfully balances affective communication pathways with technical, competency-based capabilities. The clear alignment between early senior high track immersion and final college choices proves that specialized school streaming effectively cultivates learner self-awareness and secures academic clarity prior to senior high school graduation.

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