

Title
(written in inverted pyramid)

A Research Presented to
The Faculty of the Punturin Senior High School
City of Valenzuela, Metro Manila

In Partial Fulfillment
of the Requirements for the Strand,
Humanities and Social Sciences

11 HUMSS SECTION

Researcher 1 | Researcher 2 | Researcher 3 | Researcher 4 |
Researcher 5 | Researcher 6 | Researcher 7 | Researcher 8

APPROVAL SHEET

In partial fulfillment of the requirements for the subject Practical Research 1, this research, entitled, “**Title**” has been prepared and submitted by **Researcher 1, Researcher 2, Researcher 3, and Researcher 4** who are as a result have been examined and recommended for acceptance and approval for **Final Oral Examination**.

RAPHAEL JEROME P. RAMOS

Research Adviser

PANEL OF EXAMINERS

Approved by the COMMITTEE ON FINAL ORAL EXAMINATION with a grade of **00** on **Date**.

LANIE A. BORBORAN, PhD

Chairperson

MARY DARLENE Q. BURGOS

Member

JEANNAILYN MAE S. IZON

Member

Accepted and approved in partial fulfillment of the requirements for the subject Inquiries, Investigations, and Immersion.

FINAL ORAL EXAMINATION: PASSED

PONZI ANTHONY C. RAY DEL VAL, MAEd

Research Chairperson

ODELON B. PEÑAFLORIDA, MAEd

Principal II

ACKNOWLEDGMENT

First of all, the researcher's appreciation is extended to Punturin Senior High School for its steadfast support and conducive learning environment, which has been instrumental in facilitating this research endeavor. The school's commitment to academic excellence has significantly contributed to the success of this undertaking.

The researchers would like to express their sincere appreciation to their research teacher, Mr. Raphael Jerome P. Ramos, for his unwavering support, invaluable advice, patience, and guidance from the start to the completion of the study.

The researchers would like to acknowledge the invaluable contributions and support of the participants. Their participation and insights have enriched the project and contributed to its overall success. They also acknowledge their invaluable contributions. Without their involvement, the research would not have been possible.

The researchers express their heartfelt gratitude to the school principal, Mr. Odelon B. Peñaflorida for his unwavering support and guidance throughout this research endeavor. The principal's commitment to fostering academic excellence has been instrumental in shaping the researchers' academic pursuits. The researchers are deeply appreciative of his encouragement and invaluable feedback, which have enriched the quality of this research.

The researchers are truly grateful for the countless hours their co-researchers devoted to this project. Their willingness to go above and beyond, their dedication, and their hard work have played a vital role in the successful completion of our project. The bonds they cultivated throughout this research journey will be cherished. The researchers are genuinely grateful for

the opportunity to work alongside such talented individuals for their unwavering support throughout their research endeavor.

Finally, the researchers' deepest gratitude is extended to the Almighty God for providing guidance and inspiration throughout this research. The presence of the Almighty God has been a source of strength and enlightenment, contributing to the depth and significance of this endeavor.

- **JDC (initial of the researchers)**

Name of Researchers: Researcher 1, Researcher 2, Researcher 3, Researcher 4, Researcher 5, and Researcher 6

Grade/Strand/Section: 11 STRAND Section

Title: "Insert Title"

ABSTRACT

The purpose of this study is to explore the different Career Dilemmas of Grade 12 Students on Choosing a Career Path. A career dilemma frequently emerges when individuals struggle to decide on their desired career, a problem that is particularly prevalent among senior high school students who are about to enter college that may affect their career goals and sense of personal fulfillment or success. Hence, this qualitative study aims to analyze participants' views, perspectives, and experiences in dealing and navigating career challenges under this career dilemmas. It provides comprehensive insights upon the interplay of internal and external factors that affects on to their day-to-day decision-making abilities, the strategies that they employ to navigate those challenges, and the behaviors they made throughout the emergence of various career dilemmas.

The researchers utilized a phenomenological approach, which is an effective method for exploring subjective perceptions. A non-probability sample design is used, specifically purposive sampling, in which participants are chosen in accordance with conditions, characteristics, or phenomena relevant to the study issue. Prior to data collection, the researchers prepared semi-structured questions that were validated and verified by someone from the administration or faculty. With the signed approval of their respective advisers, participants were given a detailed briefing along with essential information regarding the purpose of the research as well as the ethical considerations that the researchers must adhere to.

Keywords: *variable*, *Career dilemma*

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Include an introductory paragraph about the chapter.

Background of the Study

- Introducing the problem
- Defining the variables
- Identifying the research gap/s
- Stating the objective

Conceptual Framework

Introduce the model to be used in the study.

Figure 1

Paradigm of the study

(Illustration in the middle not exceeding the margins.)

Explain the connection of the variables.

Statement of the Problem

State the objective/s of the study.

1. Research question

1.1 Sub

1.2 Sub

2. Research question

3. Research question

Significance of the Study

Include an introductory paragraph.

Beneficiary1. Explain.

Beneficiary2. Explain.

Beneficiary3. Explain.

Scope and Limitations of the Study (Must answer the WH+H questions in paragraph form)

1. What is the topic all about?
2. Why is this being studied? (simply state the objective)
3. Who are your respondents? (specify the number and category/strata)
4. Where will the study be conducted?
5. When will it take place?
6. How will the researcher gather his data?

Definition of Terms (Terms must be arranged alphabetically)

Include an introductory paragraph.

VariableA. Define conceptually. Define operationally.

VariableB. Define conceptually. Define operationally.

VariableC. Define conceptually. Define operationally.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

Include an introductory paragraph about the chapter.

Topic 1

Citation

Topic 2

Citation

Topic 2.1

Citation

Topic 3

Citation

Topic 3.1

Citation

Topic 3.1.1. Citation

Topic 3.1.2. Citation

Topic 3.1.2.1. Citation

Topic 3.1.3. Citation

Topic 3.1.3.1. Citation

Chapter 3

RESEARCH METHODOLOGY

Include an introductory paragraph about the chapter.

Research Design

Explain the connection of the research design in your study. Cite at least 2 literature sources about the chosen design.

Research Locale

Have a brief introduction about the setting of the study.

Sampling Technique and Respondents of the Study

Explain the appropriateness of the chosen sampling technique on your study. Include how the respondents were chosen and how did you come up with enough sample size. (Look for citations if non-probability sampling was used showing that number is enough to be)

Materials

Include an introductory paragraph.

Material. Explain.

Instrumentation and Validation

Explain how your instrument was made (e.g. the content, the number of items, the parts, the basis). Discuss the validation process afterwards.

Data Gathering Procedure

This part may or may not include a diagram showing the steps on how the researcher will collect his data. It can also be in the form of enumeration. This part must be clear and understandable.

Data Analysis

Include an introductory paragraph.

Thematic Analysis

In Vivo Coding. Explain.

Focus Group Discussion (FGD)

Explain.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings derived from the qualitative data collection process. Its primary objective is to organize the diverse perspectives of participants into a coherent narrative that addresses the central research questions. (Include an introductory paragraph about the chapter.)

Table 1

What are the perceived career dilemmas that Grade 12 students experience when choosing their career path?(main SOP 1)

Theme	Sub-Theme/ Category	Description
<i>Academic Pressure</i>	Heavy workload	Participants described feeling overwhelmed by school requirements
	Time management issues	Difficulty balancing academic and personal responsibilities
<i>Emotional Well-Being</i>	Anxiety	Feelings of worry and nervousness related to performance

The data suggests that career dilemmas are not merely administrative hurdles but are deeply emotional experiences. The transition from **Academic Pressure** to the theme of

Duty vs. Desire highlights a significant struggle: students often feel they must choose between honoring their family's sacrifices and pursuing personal interests. Furthermore, the "Psychological Weight of Finality" indicates that students perceive their college choice as an irreversible life sentence, leading to the "Intrinsic Cognitive Dissonance" observed in their decision-making process. (Interpretation of the data)

"My parents can't afford that, and we have to be realistic. I have to pick a course that pays fast so I can help my siblings." (confirmatory statement from the participants)

The findings align with Social Cognitive Career Theory (SCCT), which emphasizes how self-efficacy and environmental factors influence career interests and choices (Lent et al., 1994). The theme The Conflict Between Duty and Desire illustrates the "contextual affordances" mentioned in SCCT—where a student's background and family expectations act as barriers or supports. (Discussion of the data, provide citations)

Table 2

What are the perceived career dilemmas that Grade 12 students experience when choosing their career path? (main SOP 2)

Theme	Sub-Theme/ Category	Description
<i>Academic Pressure</i>	Heavy workload	Participants described feeling overwhelmed by school requirements

	Time management issues	Difficulty balancing academic and personal responsibilities
<i>Emotional Well-Being</i>	Anxiety	Feelings of worry and nervousness related to performance

The data suggests that career dilemmas are not merely administrative hurdles but are deeply emotional experiences. The transition from **Academic Pressure** to the theme of **Duty vs. Desire** highlights a significant struggle: students often feel they must choose between honoring their family’s sacrifices and pursuing personal interests. Furthermore, the "Psychological Weight of Finality" indicates that students perceive their college choice as an irreversible life sentence, leading to the "Intrinsic Cognitive Dissonance" observed in their decision-making process. (Interpretation of the data)

"My parents can't afford that, and we have to be realistic. I have to pick a course that pays fast so I can help my siblings." (confirmatory statement from the participants)

The findings align with Social Cognitive Career Theory (SCCT), which emphasizes how self-efficacy and environmental factors influence career interests and choices (Lent et al., 1994). The theme The Conflict Between Duty and Desire illustrates the "contextual affordances" mentioned in SCCT—where a student's background and family expectations act as barriers or supports. (Discussion of the data, provide citations)

Table 3

What are the perceived career dilemmas that Grade 12 students experience when choosing their career path? (main SOP 3)

Theme	Sub-Theme/ Category	Description
<i>Academic Pressure</i>	Heavy workload	Participants described feeling overwhelmed by school requirements
	Time management issues	Difficulty balancing academic and personal responsibilities
<i>Emotional Well-Being</i>	Anxiety	Feelings of worry and nervousness related to performance

The data suggests that career dilemmas are not merely administrative hurdles but are deeply emotional experiences. The transition from **Academic Pressure** to the theme of **Duty vs. Desire** highlights a significant struggle: students often feel they must choose between honoring their family's sacrifices and pursuing personal interests. Furthermore, the "Psychological Weight of Finality" indicates that students perceive their college choice as an irreversible life sentence, leading to the "Intrinsic Cognitive Dissonance" observed in their decision-making process. (Interpretation of the data)

"My parents can't afford that, and we have to be realistic. I have to pick a course that pays fast so I can help my siblings." (confirmatory statement from the participants)

The findings align with Social Cognitive Career Theory (SCCT), which emphasizes how self-efficacy and environmental factors influence career interests and choices (Lent et al., 1994). The theme The Conflict Between Duty and Desire illustrates the "contextual affordances" mentioned in SCCT—where a student's background and family expectations act as barriers or supports. (Discussion of the data, provide citations)

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Include an introductory paragraph about the chapter.

Summary of Findings

The following information, including the figures are the primary result of the conducted study. The data collected from the respondents is intended to be private, especially their personal information. Enumerate the summary of findings. Use past tense of the verb. All findings must be evident. Numerical values are allowed.

Problem 1: *What is your purpose in choosing STEM strand?*

The summary of findings must directly answer the Statement of the Problem in individual statements. Only utilize the general findings when describing them in this section.

Problem 2: *What is your purpose in choosing STEM strand?*

The summary of findings must directly answer the Statement of the Problem in individual statements. Only utilize the general findings when describing them in this section.

Problem 3: *What is your purpose in choosing STEM strand?*

The summary of findings must directly answer the Statement of the Problem in individual statements. Only utilize the general findings when describing them in this section.

Conclusion

Enumerate the conclusion based on findings. Use past tense of the verb. All conclusions must be evident. **No numerical values. Provide a general conclusion that responds to the Statement of the Problem. It must respond to each problem as stated in Chapter 1.**

This study's data sheds light on why students at Punturin Senior High School are encouraged to pursue STEM, the factors that affect their decision to choose this path, their reasons for wanting to study STEM subjects, the challenges they encounter, and the effects of different instructional methods on their interest and engagement in STEM. The results show that students are primarily driven by personal interests and aspirations to pursue their desired careers, although external factors like peer pressure and limited options also have an impact. Additionally, students face difficulties in STEM subjects, such as developing problem-solving and critical thinking skills, grasping unfamiliar concepts and terminologies, and understanding the subject matter and teaching methods. Based on the findings of the study, an intervention program can be designed to increase students' interest and engagement in STEM subjects. This program could include career exploration, hands-on activities, personalization of learning, collaboration, and peer support. Providing students with information on STEM career paths, the skills and education required to pursue them, and the potential job opportunities available in STEM fields can help to motivate and inspire them to pursue these subjects. Additionally, providing opportunities for students to engage in hands-on activities, such as experiments, simulations, and project-based learning, can help to reinforce concepts and build problem-solving and critical thinking skills. Recognizing and accommodating students' diverse learning needs and

styles can also help to increase their engagement and understanding of STEM subjects. Teachers can provide differentiated instruction, offer individualized support

Recommendations

As for the conclusion mentioned, the researchers would like to recommend the following: **Provide recommendations that respond to the Conclusions as stated earlier. These recommendations must be based on the data and findings discussed in the previous chapter.**

For Students. Who must understand how to effectively manage the challenges of learning STEM subjects, as this will guide them in coping with academic problems.

For Teachers. Who must know the challenges their students are facing in STEM subjects so they can provide support and guidance on strategies to overcome these challenges.

For Administrators. Who can also use the insights from this study to facilitate better communication between students, teachers, and parents. By understanding the challenges that grade eleven students face in STEM subjects, administrators can create an environment where students feel comfortable asking for help and seeking support.

For Parents. Must be aware of the potential challenges their child may face in STEM subjects.

For Future Researchers. Who wish to continue to conduct this study for more valuable insights into the challenges faced by grade eleven students in STEM subjects and

contribute to the development of effective teaching and learning strategies to enhance their academic performance.

References

Author, A. A. (year). *Title of the book in sentence case*. Publisher.

Author, A. A., & Author, B. B. (year). *Title of the book in sentence case*. Publisher.

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Author, A. A. (year). Title of the article in sentence case. *Journal in Title Case*,
Volume(Issue), firstpage-lastpage.

Author, A. A. (year, Month day). Title of the article in sentence case. *Title of the Newspaper in Title Case*, firstpage-lastpage.

APPENDICES

Appendices

A. Permission Letter



Republic of the Philippines
Department of Education
 National Capital Region
 DIVISION OF CITY SCHOOLS - VALENZUELA
 PUNTURIN SENIOR HIGH SCHOOL
 155 P. Faustino St., Punturin, Valenzuela City

February 9, 2026

ODELON B. PEÑAFLORIDA
 Principal II
 Punturin Senior High School

Dear Sir:

Greetings!

In partial requirement in the subject Inquiries, Investigations, and Immersion, we the Group *Number* of *Year & Section* are presently completing the research titled "*Research Title*."

In connection with this, we request your permission to conduct our study among *the number of Participants/ Respondents* of Punturin Senior High School. This is part of our initiative to *State the research objectives*. Rest assured that all the data gathered will be kept confidential to secure the data privacy of the school and participants.

We extend our gratitude in advance, and hope you'll consider our request.

Thank you and God bless!

Sincerely,

NAME
 Group Leader

Noted:

RAPHAEL JEROME P. RAMOS
 Research Adviser

Approved by:

ODELON B. PEÑAFLORIDA, MAED
 Principal II



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 Email Address: punturin.shs@gmail.com
 Official Website: <https://web.facebook.com/punturinsenior.hs>



B. Validation Letter



February 9, 2026

NAME OF VALIDATOR

Teacher I

Greetings!

We, the researchers from **11 HUMSS Apolinario Mabini**, are currently working on our study, titled **Research Title**, in partial fulfillment of the subject **Practical Research 1** requirements for this second semester of the school year **2025-2026** under the supervision of our research adviser, **Mr. Raphael Jerome P. Ramos**. The main objective of our study is to **state your objective**.

We would like to ask your permission to be our **validator**. Any suggestions/feedback that will help improve our research instrument are very much appreciated by our group. Attached to this letter is the synopsis of our study, our researcher-made instrument, and an instrument validation form. A score lower than four (4) in any of the indicators must be changed and must be rechecked from time-to-time. The research instrument will only be valid if and only if the researchers' validation form **DOES NOT** have any scores lower than four (4).

Your help is very much needed and appreciated by our group. Thank you.

On behalf of my group, I, **Name of Leader**, will be signing this letter for your approval.

Respectfully yours,

NAME

Group Leader

Noted by:

RAPHAEL JEROME P. RAMOS

Research Adviser

Approved by:

NAME OF VALIDATOR

Validator



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Telephone Nos.: (02) 8291-5675
Email Address: punturin.shs@gmail.com
Official Website: <https://web.facebook.com/punturinsenior.hs>



C. Instrument of the Study

	Punturin Senior High School
	155 P. Faustino St., Punturin, Valenzuela City School ID: 305565
MISCONCEPTIONS ABOUT INTROVERTED STUDENTS: A CASE STUDY	
We are 11 STEM – Gregorio Zara, students from Punturin Senior High School, and we would like to invite you to participate in this study as one of the researcher's respondents. The researchers are grateful for your participation. The purpose of this study is to learn about what teaching strategies are perceived by the students of Punturin Senior High School.	
Name:	
Grade/Strand/Section:	
The responses of the participants will be used solely for the research study entitled "Misconceptions about Introvert Students: A Case Study." The responses, opinions, and information gathered by the researchers for the study, as well as the participants' identities, will be kept confidential. The researchers promise not to disclose any information that could be harmful to the respondents.	
Statement of the Problem 1	
1. What are the misconceptions about introvert students as perceived by PSHS students?	
Sub-questions:	
1.1.	
1.2.	
PAGE	
1	

D. Informed Consent



Republic of the Philippines
Department of Education
 National Capital Region
 DIVISION OF CITY SCHOOLS - VALENZUELA
 PUNTURIN SENIOR HIGH SCHOOL
 155 P. Faustino St., Punturin, Valenzuela City

Good Day!

We are grade 11 HUMSS students, Apolinario Mabini. We are conducting a study regarding our topic, which is entitled "**Title**." Furthermore, we want to take the opportunity to share information and invite you to be part of this study. You can take your time deciding whether or not to join in the study, and you can discuss the findings with anybody you feel comfortable talking to about the research before making a decision. If there is anything you do not understand about the study we are doing, please do not hesitate to ask.

In compliance with the Data Privacy Act of 2012 (R.A. 10173), all personal and identifying information will be treated with strict confidentiality. Any data collected will be used solely for academic purposes, securely stored, and accessed only by the researchers and authorized personnel. No personal information will be shared or disclosed with any third party, and all records will be anonymized in the final report.

By signing this consent form, you confirm that you have been adequately informed about the purpose of the study, the procedures involved, possible risks and benefits, and your rights as a participant. You also affirm that your participation is voluntary and based on your free and informed decision.

I, _____, am aware of the research purpose and the procedures. I understand that my participation is voluntary, and I can withdraw at any time.

 Signature over printed name

Date:

Please feel free to ask if you have any questions or concerns about the research.



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E. Transcript of Interviews

F. Coding Matrix

Table 1.1

(Sub-question 1.1)

Raw Data Excerpt	Initial Code	Category
<i>"I feel tired because of too many assignments."</i>	Fatigue	Academic strain
<i>"Deadlines are always overlapping."</i>	Deadline overload	Academic strain
<i>"I worry about falling exams."</i>	Fear of failure	Emotional response
Used when: (1) You want to justify your analysis process		

Table 1.2

(Sub-question 1.2)

Raw Data Excerpt	Initial Code	Category
<i>"I feel tired because of too many assignments."</i>	Fatigue	Academic strain
<i>"Deadlines are always overlapping."</i>	Deadline overload	Academic strain
<i>"I worry about falling exams."</i>	Fear of failure	Emotional response
Used when: (1) You want to justify your analysis process		

CURRICULUM VITAE

Curriculum Vitae**MARIAN R. CURTIS****SEX:****HOME ADDRESS:****GRADE, STRAND, AND SECTION:****PARENTS NAME:****HOBBIES:****EDUCATIONAL BACKGROUND****SENIOR HIGH SCHOOL:****JUNIOR HIGH SCHOOL:****ELEMENTARY SCHOOL:****ACHIEVEMENTS:**