

Career Guidance Status of Freshman Students: Inputs for Career Development Plan

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Abstract – The study aimed to investigate the profile of freshman students of Lyceum of the Philippines University-Batangas (LPU-B) for AY 2019-2020 in terms of career guidance status, considerations in choosing a program, and their level of determination to finish college, needs assessment, and goals after graduation. The descriptive method was employed to determine the career profile of freshman enrollees of LPU-B using the simple random sampling technique. Nine hundred five (905) freshman students across different programs answered the said survey during the Freshmen, Transferees, Parents Orientation, and Campus Tour (FTPOCT). Results showed that many respondents have received career guidance during their high school years from their teachers. Most of the respondents enrolled in their chosen program because they are interested in it with financial support from both parents. In addition, they are determined to finish college and hence recognized the importance of career guidance in college. At most, respondents suggested career planning as a topic for their career guidance program as well as their main goal after they graduate is to establish their career. In conclusion, the Career Guidance Program of LPU-Batangas may be strengthened in response to the needs of the students. Likewise, the researcher decided to revise the said survey tool form to adapt to the demand for 21st-century skills as they envisioned competitive future generations. Nonetheless, continuous administration to monitor the career profile of freshman students is of high importance.

Keywords – career-related profile, career guidance program.

INTRODUCTION

As the school counselors are working beyond what is expected of them, focusing on raising student aspirations and facilitating effective working relationships among students, faculty, parent, and community members are of great importance. Educators today aim not only to deliver better service but also, to have the accountability to ensure closing the gap. Perhaps, career guidance must consider the characteristics of the students, as Fang and Tan [1] asserted that career counseling in some universities mostly lacks practical strategies based on empirical studies.

Certainly, for students to have better employment opportunities in the future, the university provides career guidance that pertains to activities to support individuals in their chosen profession. As such, implementation of this online can contribute to helping college students to discover and access various prospects and face challenges they are capable of as they manage and develop for employment success.

The university bringing into reality the concept of a strong career program, deemed it is important to address some of the gaps in job mismatch, unemployment, and job dissatisfaction. Program implementation somehow would strongly complement counseling theory thus research can be used as a baseline to obtain and evaluate a comprehensive career guidance program.

Villar [2] considered that a career is a lifetime developmental progress of an individual wherein one is in pursuit of a certain profession, occupation, or vocation by

using and developing his/her interests, potentials, skills, and abilities. It may either make or break a person's life thus affecting one's lifestyle however, people do not recognize its importance in the Philippines. It starts with the chosen program before college. However, choosing a career from a variety of choices is somehow difficult to deal with as there are many things to consider. Further, Villar [3] noted that career guidance should continue and may be extended through college, especially in the first and second year. There are instances that the students may still be undecided on their chosen program or did not make it with their first choice. Even for the higher years, guidance counselors may continue helping the students to decide what to do after graduation.

Various researches proved the importance for today's young people to be prepared and educated on an appropriate career. Although no one can predict which job will be in demand in the future, it is possible to assess specific jobs suitable to students' skills and abilities. Seemingly, educational expectations continue to rise because of the demand not only for students but also for all professionals working with children. For instance, the school counseling program wanted to ensure that the services being offered to the students substantially provide for students' needs.

Recently, technological advancement and the demand for highly skilled workers have relatively put strong emphasis to increase the need for the delivery of career guidance and career development programs. Preparing students to choose an appropriate career is

essential to meet global and economic challenges. Thus, a student who is ready for college can succeed.

Certainly, choosing the right career path for students is important. Students may consider many things when choosing a career and various factors that can influence a student's decision, including friends, peers, parents, social media, or even role models in a student's life. Research shows that family is the most influential in choosing a program to enroll in college. Garikai [4] claimed that family knowingly and unknowingly carry some sway over the young individuals' career pursuit.

Oftentimes students usually considered "a career that is personally rewarding". Students may not have acquired all the necessary information in choosing a career they would like to pursue. For instance, the student may understand one aspect of a particular job but lack knowledge about other aspects of the profession. As the world continuously evolves moving towards a larger scale of interconnectedness, it is in this context that in building a better worldwide society, students must take responsibility. Moreover, educational success in the 21st century requires redefining those important and discovering new outcomes beyond academics.

Essentially, to assist individuals in making educational and occupational choices, career guidance will help them achieve self-awareness and develop career planning. For many years, individuals consider various career possibilities before entering college. Career guidance which consists of provisions for countless opportunities helps the individual obtain better career decisions. Thus, to better prepare individuals for the 21st century, there are various factors to consider.

Several countries realize the importance of career guidance programs in school. People understand that having an appropriate career can help to enhance the lives of individuals and it also helps improve the economy. Nowadays, the provision of Career guidance services was being done in several formats such as individual, group-based, and help-lines through face-to-face and web-based services. Various studies suggested that effective Career Guidance should be comprehensive, sustaining, accessible and suitable.

Arguelles and Bay [5]'s study confirmed the importance of the provision of career guidance in high school to help students in choosing a career. It was also revealed that parents' influence had a great impact on the career decision-making of the students. In addition, students also expressed the need for career guidance to establish better career planning as soon as they finish college.

Various researches published on the influences of family on career development and occupational choice of an individual. Oftentimes, when it comes to career decision making an individual seeks assistance from family members, and positive influences are identified

throughout the developmental levels of an individual. Understanding the roles of social status and family support in students' career decision-making is the purpose of the study conducted by Metheny & McWhirter [6] The results illustrated a strong impact between family status and support on social cognitive career development outcomes. Career decision-making has been great influences by those two factors.

Perhaps, as an individual going through a transition from high school to college, seeking out from career development expert is a must. Career guidance was intended to provide support to individuals throughout their lives. Students need career planning assistance to provide a clearer picture of a career decision.

There are factors to consider that might influence the career choice of young people. Eliamani et.al [7] study illustrated the effect of guidance and counseling in shaping students' attitudes toward career choices and studies. Although it was mentioned that there was no trained counselor, the services proved to be moderately effective in influencing students' attitudes toward studies and career choices.

On the other hand, Shumba and Naong [8] study considered the significant influence of the family; the self to identify his/her preferred career choice; and teachers as the important factors that influence the career choice and aspirations of students. Relatively, Kim's [9] study examining the relationship of family background on students' academic self-efficacy and its impact on their careers, recommends that school counselors should consider the conduct of interventions to enhance parents' and students' relationships to develop positive perceptions about students' capabilities. In addition, to provide better guidance, school counselors need to be well equipped with the necessary knowledge on various educational options and career aspirations.

On the other hand, Risco and Duffy [10] study, exploring on the work values, career decidedness, and career choice comfort among Latina/o incoming college students. Results showed that students considered the importance of work enjoyment, interests, and job security while putting less importance on having free time, family expectations, and working without close supervision. It was also revealed that Latina students were found to be more indecisive and have low career choice importance.

The Counseling and Testing Center (CATC) of Lyceum of the Philippines University-Batangas (LPU-B) in its desire to understand its clientele and continuously improve its services to students, decided to generate a survey that could give a view of the career-related profile of freshmen students who are enrolled in this institution. The survey had been continuously administered over the years to provide a clear picture of the status of new students which will provide data to Guidance Counselors

in their better understanding of the needs of the students and continuously improve Career Guidance services.

OBJECTIVES OF THE STUDY

This study aimed to determine the profile of evaluators and freshman students of LPU-Batangas for AY 2019-2020 towards the development of a Career Development Plan. Specifically, implementation of a career guidance program in the school where respondents graduated; determined career guidance providers of the respondents, the activities involved in terms of career guidance, respondents' significant responses and decisions in their career choice, sources of financial support, reasons in choosing a program, and their level of determination to finish college; identified career guidance needs assessment and students main goal after graduation, and propose a career development plan.

MATERIALS AND METHODS

Design

The descriptive method was used to determine the Career Profile of freshman enrollees of Lyceum of the Philippines University, Batangas City. The descriptive method of research refers to the type of research that is aimed at obtaining information on the current state of phenomena. This type of research sets out to provide an accurate profile of situations, people, or events [11]. The data of the research was taken from the Career-Related Profile Survey which was conducted during the FTPOCT.

Participant

A total of nine hundred five (905) which is thirty-eight percent (38%) of the 2,371 total population of enrolled freshman students across the program were involved in the study. Through simple random sampling [12] respondents were randomly selected during the conduct of FTPOCT and were asked to fill out the survey voluntarily.

Measure

The researcher used the Career-Related Profile Survey form, a controlled document owned and generated by the Counseling and Testing Center used in collecting information as the springboard for formulating, implementing, and improving rendered Career Guidance services to LPU-Batangas students. The Career-Related Profile Survey was used as an instrument and consisted of the career-related profile which includes: career guidance status, considerations in choosing a course, level of determination to finish college, perceived probable problems in college, and need assessment for the need for career guidance of freshmen students and main goal after graduation.

Procedure

Under the supervision of the Counseling and Testing Center, the data needed for the study were obtained during the conduct of FTPOCT held last July 30 to August 2, 2019. Data gathered were tallied and tabulated, categorized per college, and responses per item according to the objectives mentioned above.

Data Analysis

After gathering the data, the researcher made use of the frequency and percentage distribution tools to organize the data gathered to determine the Career Guidance Status of freshman students in terms of respondents' profiles, career-related profiles, career guidance implementation, etc.

Ethical Considerations

Data gathered from the survey form, which was voluntarily answered by the evaluators, were treated with the utmost confidentiality and shall be stored in CATC Main office within five years as mandated in the retention policy of records of the university. It shall not be used for other purposes rather than what is stated in the objectives of this research.

RESULTS AND DISCUSSION

Table 1
Frequency Distribution of Freshman Student per College in terms of Career Guidance in High School

College	Yes	No
CAMP	157	10
CBA	67	11
CCS	22	2
CEAS	20	2
CITHM	160	35
COCJ	15	7
COE	17	3
CON	40	2
DENT	34	2
LIMA	267	32
Total	799	106
Percentage	88	12

Table 1 Frequency Distribution of Freshman Students per College in terms of Career Guidance in High School. It shows that 88%, which is most of the respondents, stated that they have a Career Guidance Program in high school which may include the following: career week/day, career talk, lectures about career during homeroom, and/or in the guidance office. Meanwhile, 12% stated otherwise.

This study confirmed that Career Guidance Program in High school is a great time to start thinking about careers, as mentioned by Frank Parsons in his theory about vocational counseling, believing in the importance of adequate career information. Students somehow are likely to change their minds several times, thus they should be guided on career exploration and put time into investigating learning skills and interests.

Relatively, the study of Sadler et, al [13] conveyed that career interests were found to be high during high school. Similarly, under RA 11206 or Secondary School Career Guidance and Counseling Act, which aims to institutionalize career programs among students, either be it from private or public schools. It also aims to guide the students in the proper direction

especially they are to pursue tertiary education, educating them on career decisions and ensuring that graduates meet the requirements of the government, industry, and economy. This signifies that the Philippine government recognizes its importance among students and may lead to a more systematized approach to career guidance in the country.

Moreover, as data showed, most of the students are aware of the career guidance services being rendered by their previous schools. High school students understand that a career program would help them in their career decision-making. On the other hand, some students may not be receptive to or unaware of the school activities provided to them as already career guidance.

Table 2. Frequency distribution of Career Guidance Providers to students

	CAMP	CBA	CCS	CEAS	CITHM	CCJ	COE	CON	DENT	LIMA	Total	%
People												
HS Teachers	70	22	10	11	89	2	11	20	13	146	394	39
HS Guidance Counselor	65	18	15	13	38	7	5	17	16	48	242	24
Activities												
LPU Enrollment Campaign	12	5	2	1	22	1	3	4	6	43	99	10
Career Fair	44	11	5	5	25	3	2	17	10	19	141	14
DepEd Special Lectures	4	1	0	0	6	0	4	1	0	5	21	2
Invited HS Alumni	32	7	6	4	26	0	2	9	9	19	114	11

Table 2 illustrates the Frequency distribution of persons or people who significantly gave Career Guidance to the respondents. The results show that 39% of the respondents claimed that their high school teachers were the person or people who significantly gave them career guidance. It was followed by high school guidance counselors which are 24%, and career fairs 14%. Other students claimed to have received career guidance from invited high school alumni/graduates 11%, enrolment campaign 10% and special lectures from DepEd 2%.

Students positively reported that teachers have significantly provided career guidance and immensely influence the career choice and aspirations of students. Villar [4] claimed that teachers are considered the first line of contact between student and career guidance programs. On the other hand, there has been a stigma on the services being offered by a guidance and counseling office which was being avoided by several students.

Meanwhile, special lectures from DepEd ranked lowest. This could be because these services are being conducted mostly in government schools. As the school counselor working beyond what is expected of them, focusing on raising student aspirations and facilitating effective working relationships among students, faculty, parent, and community members are of great importance. Educators today aim not only to deliver better service but also, to have the accountability to ensure closing the gap.

Similarly, in examining the career guidance style of vocational education teachers and its relationship between vocational education students' career competencies, Mittendorf et.al [14] study revealed a very little variance at the teacher level. However, with regards to students' career competency levels, it was illustrated that they were positively related to the career reflection of students and not to the career guidance style of vocational education teachers. Results also conveyed significant influence of other people who gave career guidance to them: self-interest (mentioned twice), relatives, siblings, grandparents (mentioned twice), BSMT program chair, peers, and school nurse which is also relevant to consider.

Table 3. Significant Responses of Students as to their Career Choice during High School Years

College	Yes	No	No response
CAMP	137	19	11
CBA	64	12	2
CCS	21	3	0
CEAS	17	1	4
CITHM	155	15	25
CCJ	8	4	10
COE	18	2	0
CON	29	8	5
DENT	26	8	2
LIMA	254	28	17
Total	729	100	76

Table 3 shows the responses to Career Guidance received in High School that significantly help in the choice of career or program. The table illustrated that 81% (729) of the respondents stated that Career Guidance Program from their previous school significantly helped them in choosing their career/program, 11% (100) of the respondents claimed otherwise while 8% (76) preferred not to respond.

These results show that most of the respondents assessed that the career guidance of their high school teachers significantly helped them in coming up with a career decision. Studies have shown the relevance of

career guidance and counseling in developing student motivation and school adjustment. Adeusi [15] confirmed in his study that those students who receive career development services exhibit career awareness and planning. Significant influence on student motivation was also established. Thus, it was recommended that schools should continuously provide effective counseling services to help motivate the students toward school and be able to adjust to school. Moreover, the study of Garcia, et al., [16] confirmed that career optimism among adolescents can further be enhanced and the belief in self-efficacy will be further developed.

Table 4. Frequency distribution of Career Guidance Decision of the College Students

	CAMP	CBA	CCS	CEAS	CITHM	CCJ	COE	CON	DENT	LIMA	Total	%
Personal Choice	100	42	19	17	136	9	10	23	19	231	606	66
Parent/s Choice	9	6	3	1	9	2	3	1	2	8	44	5
Mutual decision with parents	51	14	8	5	20	2	5	15	11	23	154	17
Advised by a person who will finance your studies	2	6	2	0	1	0	2	1	2	2	18	2
Personal choice with the influence of relatives	14	10	1	0	13	1	0	3	3	33	78	8
Personal choice with the influence of peers	3	7	0	0	4	0	3	0	0	1	18	2

Table 4 shows the Frequency distribution of Career Guidance Decision of the College Students which states that 66% (606) of the respondents claimed that it is their personal choice in choosing their enrolled program in college while 17% (154) respondents had their program as a mutual decision with parents. Other results were ranked accordingly: personal choice with the influence of relatives 8% (78), parent/s choice 5% (44), while advised by the person who will finance studies, and personal choice with the influence of peers tied on 2% (18).

Significantly, career choice is part of youths' developmental lives, associated with positive as well as harmful physical and socio-economic inequalities. As mentioned in the study of Arguelles & Bay [5], career choices may be influenced by either value or by a need. The student has the freedom to choose and decide which was based on their values. If by need, the student has no choice and there is the pressure that could be intrinsic or extrinsic. Furthermore, the illustration above also shows that choosing the program is a mutual decision with their parents ranked second. As incoming freshman students, they tend to seek assistance from their family members and deem it to have a great impact on their career decision-making. Personal aspirations of youth regarding career choices and decision-making may also be influenced by the external environment.

Table 5 illustrated the frequency distribution of sources of financial support. The results revealed that both parents according to 62% (565) of the respondents will be financing their studies while 17% (151) will be financed by a single parent.

Table 5

Frequency distribution of Source of Financial Support

College	Both Parents	Single Parent	Sibling/s	Relatives	Scholarship grants
CAMP	107	23	9	6	22
CBA	39	12	10	9	8
CCS	13	5	1	2	3
CEAS	14	6	0	0	2
CITHM	120	30	23	13	9
CCJ	15	3	2	0	2
COE	9	3	1	4	3
CON	20	10	5	3	4
DENT	21	8	4	1	2
LIMA	207	51	13	19	9
Total	565	151	68	57	64
Percentage	62	17	8	6	7

Flaster [17] suggested that parents' ability to pay for their children's studies is considered and basically has an impact on their college enrolment and/or if they are either aware of their parents' plans or agree to it. Kim [18] provides insight into the positive effect of parents' financial assistance by helping young adults to strive hard to order to bring back the financial sacrifices of their parents in bringing or sending them to school. Other financial support would be coming from sibling/s 8% (73), scholarship grants 7% (70), and 6% (57) by relatives. Data show that most of the freshman students are supported both by their parents. On the other hand, other respondents were financially supported either by their fiancé or spouse and another stated that he will self-support his studies.

Table 6. Respondents’ Reason for Choosing a Program in College

	CAMP	CBA	CCS	CEAS	CITHM	CCJ	COE	CON	DENT	LIMA	Total	%
Intellectual capacity needed by the program	18	10	7	4	14	0	3	7	2	22	87	7
Very much interested in the chosen program	140	44	15	15	142	11	14	25	22	205	633	53
Suited with personality	14	10	9	5	23	1	2	5	2	19	90	7
Not enough money for an expensive program	3	6	0	1	2	0	1	0	0	4	17	1
May employ to challenging careers	12	7	6	0	12	1	3	7	5	16	69	6
In demand local and abroad	27	0	2	1	26	1	1	13	3	16	90	7
High paying profession	8	6	3	0	10	1	2	4	3	25	62	5
Suited for the needs of health	2	0	0	0	0	0	0	3	0	2	7	1
Gives prestige to me and my family	10	0	0	0	6	1	4	3	7	18	49	4
Opportunity to help society	37	10	4	5	6	4	3	9	13	6	97	8

Table 6 shows Respondents’ Reasons for Choosing a Program in College that 53% (633) of the respondents enrolled in their chosen program because they are very much interested in it. While others chose the following: the opportunity to help society 8% (97); in-demand locally and abroad (90), suited with personality (90) and intellectual capacity needed by the program (87); may employ to challenging careers 6% (69); high paying profession 5% (62); gives prestige to me and my family 4% (49); not enough money for the expensive program (17); and lastly suited for the need of health (7) tied at 1%.

Career interests are reflecting a steady inclination toward a particular work environment. Considering the most popular theory of career interests by Holland’s RIASEC model on interests which can be structured into six areas namely, Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Job satisfaction will be increased and further enhance the possibility of achieving career success. According to Ahmed et.al [19], “interest in the subject” is the most dominant factor in making career decisions. Students tend to excel and deliver better results as they were motivated intrinsically and leading to “internal satisfaction, motivation, and commitment”

Relatively, Risico and Duffy [10] results showed that students considered the importance of work enjoyment, interests, and job security while putting less importance on having free time, family expectations, and working without close supervision. It was also revealed that Latina students were found to be more indecisive and have low career choice importance.

Table 7 shows the frequency distribution on the level of determination to finish College. The results show that 886 respondents (98%) are determined to finish college. Both 90% stated that they would not be shifting programs or transfer schools. However, 2% of them are uncertain whether they will finish college; 10% have a possibility of shifting to another course/program and 10% have a possibility of transferring to other schools.

Table 7
Frequency Distribution of Respondents’ Level of Determination to finish College

College	Determination to finish college		Possibility of shifting programs		Possibility of transferring school	
	Yes	No	Yes	No	Yes	No
CAMP	167	0	7	160	8	159
CBA	78	0	4	74	16	62
CCS	24	0	1	23	2	22
CEAS	22	0	2	20	3	19
CITHM	189	6	32	163	23	172
CCJ	22	0	6	16	5	17
COE	20	0	4	16	3	17
CON	42	0	1	41	2	40
DENT	36	0	3	33	2	34
LIMA	286	13	26	273	25	274
Total	886	19	86	819	89	816
Percentage	98	2	10	90	10	90

The conduct of career guidance services to the students helps them be aware of career planning, development of their self-efficacy, and establishment of student motivation. Thus, Adeusi [15] recommended that schools should continuously provide effective counseling services to help motivate the students toward school and be able to adjust to school.

High school students going to college experienced different pathways. Students from low socioeconomic families and who belong to minorities group usually face difficult challenges in trying to acquire a college education. Blackwell and Pinder [20] revealed that students’ inner drive to finish college and achieve a better life is the main source of motivation for the students. It was, therefore, suggested that teachers should continuously encourage students.

To do so, the data shown above could be a basis for the Career Guidance Program as there are several possible shifters and transferees for this academic year.

Table 8. Career Guidance Needs Assessment

College	Career Guidance in College		Suggested Topic for Career Guidance				
	Yes	No	Adjustments in College	Career Planning	Interpersonal Skills and Relationship	Self-Awareness	Developing Good Study Habits & Attitudes
CAMP	155	12	68	59	33	33	62
CBA	64	14	21	25	18	14	22
CCS	21	3	7	10	4	5	7
CEAS	17	5	10	4	5	2	5
CITHM	165	30	50	78	40	22	39
CCJ	16	6	4	7	1	2	4
COE	18	2	5	12	2	3	5
CON	39	3	15	12	15	7	20
DENT	31	5	11	11	13	5	13
LIMA	249	50	51	204	21	34	85
Total	775	130	242	422	152	127	262
Percentage	86	14	20	35	13	11	22

Table 8 illustrated the Needs Assessment of the respondents. The findings revealed that 86% (775) of the respondents believed that there is a need for career guidance in college while 14% (130) of them voted that it is not needed. As for the suggested topic for career guidance, career planning was the first on rank 35% (422) followed by developing good study habits and attitudes at 22% (262), adjustments in college at 20% (242), interpersonal skills and relationships and self-awareness 13% (152) and 11% (127), respectively.

Most of the respondents then expressed their need for career guidance specifically on career planning. As Crisana et.al [21] have stated in their study, there is a need for the students to be informed of various job opportunities, to connect their knowledge and skills, and acknowledge that they may encounter major barriers in the process of their career planning. Hence, a strong career guidance program may help the students to maximize and attain their full potential in accomplishing their life goals.

On the other hand, Lai-Yeung's [22] study further illustrated the gradual emergence of career guidance and counseling, to help the students increase their career awareness and the importance of planning for the future. With the study being conducted, career guidance reform was given priority by school management and given enough support for its implementation. While on the study of Crisana et.al [21]

revealed that students need to be informed about various job opportunities, and there is a need to guide the student regarding the connection of their knowledge and abilities in the future, and acknowledge that as students go through the career decision process, major barriers may be encountered. Thus, the results are an important basis for career counselors in the development of career guidance programs in the university.

In investigating the relationship between career competencies and the learning environment of students, Kuijpers, et al., [23] study revealed how the dialogue about concrete experiences contributes to the career competencies of students. Similarly, Oducado et.al [24] study revealed that Nursing students need guidance on the aspects of career and academics. It was also highlighted that Guidance remains an integral part of nursing education. The program must be responsive and relevant to the needs of nursing students.

Table 9 reveals College Students' Main Goals after Graduation. The above table illustrates the respondent's main goal after graduation. The results show that 38% (523) of the respondents' main goal after graduation is to establish a career while 14% (193) chose to get a high-paying job. This signifies that they are looking forward to being employed on the career path they have chosen.

Table 9. College Students' Main Goal after Graduation

	CAMP	CBA	CCS	CEAS	CITHM	CCJ	COE	CON	DENT	LIMA	Total	%
To establish career	105	36	15	17	108	10	12	27	27	166	523	38
To get a high-paying job	29	12	2	3	47	5	3	6	5	81	193	14
To work abroad	25	9	4	3	54	1	2	16	5	49	168	12
To build my own business	9	11	3	4	30	1	1	3	6	28	96	7
To enjoy life and leisure time	11	4	1	1	20	2	2	4	5	19	69	5
To be able to go to different places	10	5	2	3	33	0	4	4	4	24	89	7
To have any job for experience	20	6	3	2	29	0	6	5	1	21	93	7
To continue further education	78	8	3	6	10	3	5	12	8	5	138	10

Shen and Herr [25] revealed that graduating students possessed diverse career plans due to various factors. Instead of using career services graduating students used contacts in academic fields, due to negative views and limited services the center may provide. The research suggested having collaboration between career placement centers. While, in a study conducted by Alrashdan et.al [26], having a full-time career as a fresh graduate is a necessity. Socioeconomic conditions play a large role in the change of demands on society. Therefore, there is a need for the students to know what the current trends in the country are since establishing careers is their main priority.

On the other hand, a certain percentage of the respondents are looking forward to being employed in institutions or companies that are high payers. Meanwhile, 12% (168) work abroad; 10% (138) are considering continuing further education; building of own business, being able to go to different places and having any job experience fall on 7% and 5% (69) of which chose to enjoy life and leisure time.

In the United States, the higher educational institution was experiencing pressure to maintain more graduate students. Career advising was traditionally being handled by an academic adviser who conduct minor career advising. In the study of Tudor [27] a new approach was being proposed through career coaching. Instead of focusing only on academic advising for students' progress, they do an activity towards students' progress in

their careers. This study positively increased student retention and higher job satisfaction.

Notably, to produce graduates who have the skills in career decision making, Nachmiasa and Walmsleyb [28] study highlighted the challenging nature of career decision making. The study pointed out the need to address this concern in higher education, in collaboration with policymakers and employers to assist students and be prepared for employment.

Table 10 presents the Table 10 Proposed Career Development Plan. The basis of the Career Development Program is focus on the school counselors' and educators' commitment to preparing college students for various career opportunities. Educators have the responsibility to support students and to ensure that various options are available. Career programs should be based on standards to promote and enhance the learning process, collaborative effort between parents and educators, and create an environment that upholds student satisfying careers. The Career Program focuses on the nature of the students, incorporating four keys to career and college readiness such as cognitive strategies, content knowledge, learning skills and techniques, and transition knowledge and skills. This program should assist the students to understand and realize the importance of career choice. Strategies including, career awareness, career exploration, assessment planning, and career counseling should be implemented.

Table 10. Proposed Career Development Plan for A.Y. 2020-2021

Activity	Objective	Person Involved	Time Frame
Career Webinar for students and parents in coordination with HS Department and CDAP	To guide the students and parents in deciding what program to enroll in for the coming school year.	Grade 12 SHS	January
Conduct Freshmen, Transferees, and Parents Orientation	To acquaint the students and parents with the mission, vision, core values, and school rules and regulations.	First-Year College Transferees	1 st week of August
Conduct Parents and Students Orientation		Grade 7 Transferees	2 nd week of August
Administer Psychological Assessments using Standard Based Assessments (Pre-Test), and Interest/ Study Habits Inventory	To measure the mental ability, work behavior, and personality traits.	First-Year College	First Semester
Administer Psychological Assessments using Standard Based Assessments and Assessments for Senior High School Potential	To utilize the results of the test in developing FPAP for college and HGP for HS.	Grade 7-9 (SBA English, Science & Math) Grade 10	

Conduct of Needs Assessment Survey	To utilize the result in the development of Counseling and Career Programs	First-Year College	First Semester
		JHS and SHS	
Conduct of CATC Services Assessment Survey Evaluation	To determine the needed improvements for the enhancement of CATC services	Second Year College	
Establish Enrichment Program on Interest/Administer Study Habits Inventory		Second Year College	
Conduct Career Counseling	To advise students of the results of their SBA and SHSP and provide the necessary guidance regarding career choices.	Grade 7-10	December
	To conduct career group counseling.	Grade 10 and 12	November to March
Provide Career Infographics		JHS, SHS	All year round
Conduct Psychological Assessments using Standard Based Assessment (Post Test)	To measure the mental ability, work behavior, and personality traits.	Third-year College	
Collaborate with CDAP office on the conduct of Job Fair for graduating students	To provide a preliminary experience of work hunting and employment processes.	Fourth Year College	
Yearly Activity <ul style="list-style-type: none"> • Online Group Counseling based on the results of psychological assessment being conducted. • Online Kumustahan • Tele-counseling (Academic, Career, Personal/Social) • Invitation to Freshmen Students to Join Peer Facilitators Group • Webinar Series • Conduct Research 			

CONCLUSION AND RECOMMENDATION

Respondents were from ten (10) college departments. Most respondents were from LIMA while COE has the least. Most of the respondents during their high school years received career guidance from their teachers. Students were given the freedom to choose what program they would be enrolling in college with full sustenance of financial support from their parents. Students’ interest in their chosen field drove them to choose their program. The respondents are determined to finish their chosen program. The respondents acknowledged the need for career guidance services in tertiary education, particularly in career planning. The respondents are looking forward to establishing a career after they graduate from college. A proposed Career Development Plan was created for AY 2020-2021 designed to help students to excel in the future and develop specific goals in their chosen field.

Counseling and Testing Center (CATC) may continue to strengthen the implementation and constant innovation of the Career Guidance Program of LPU-Batangas. The

researchers recommend to the future researcher the revision of the Career-Related Profile Survey with the inclusion of socio-demographic profile items to better come up with beneficial results that may help in responding to the needs of the freshmen students. Follow-up study to determine the effectiveness of the Career Development Program of CATC. The Career Development Plan for AY 2020-2021 may be reviewed and validated by vocational counselors and school psychologists before its implementation.

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