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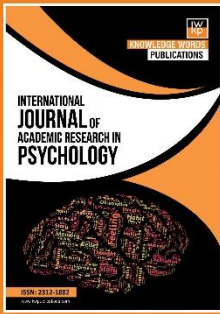
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## Career Related Profile of Freshman Students for Academic Year 2013 – 2014: Basis for a Career Development Plan

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### Abstract

This study aims to investigate the profile of freshman students of Lyceum of the Philippines University – Batangas for AY 2013 – 2014 in terms of Socio-demographic profile and educational profile as well as the Career Related Profile of freshman students. Descriptive and inferential statistics were derived using t-test and ANOVA to test the differences when the respondents were grouped according to profile.

Results showed that LPU-B freshman students AY 2013 – 2014 comprise of 15 to 16 years of age belongs to income generating families, graduated from private schools in the Batangas Province with 78 to 83 GPA. Freshman students expressed to have career guidance in high school provided by their teachers and claimed to be of help for them to choose a program to take up in college. Freshman students asserted that their chosen course is of free will and of personal interest with the support of both parents. Freshman students conveyed determination to finish their chosen program in this University however, expressed to be still of need for Career Guidance particularly in career planning to establish one's career and get a high paying job as soon as they finish college are aspired.

**Keywords:** Career Related Profile, Socio-demographic profile, Educational profile, Career Guidance.

### Introduction

Academic institutions offer career guidance and counseling programs. Moreover, it helps acquire individual's knowledge, skills and experience necessary to identify options, explore alternatives and succeed in society (Tulio, 2008).

Sta. Maria (2003) stated that the theoretical basis of international initiatives in career guidance shifted from trait-factor of talent matching approaches grounded in differential psychology to career development theory. The trait-factor approach measures the individuals' abilities and aptitudes, matched with occupational demands and requirements. The criticism cited was that career guidance

should be concerned not only with individuals' abilities and aptitudes, but also with what work can benefit him. Choosing the right career can be a very daunting task especially in a world which offers an array of paths, all of which seem to be leading to a golden height goal.

Careers can actually make or break one's life, so it is important to make the right choice. College and career guidance and counseling programs aim to help students be more informed of better educational and career choices. Selecting a career path starts with the chosen college degree/program. Many high school students who entered college have no idea as to what career they would want to pursue in college (Ramirez & Dizon, 2014). Developing positive mental attitude of the students in the early years of college would provide them greater opportunity as they step-up to higher year level of studies to broaden the scope of their responsibility and maturity to be more confident and independent (Laguador, 2013a)

Aptitude is a prediction of how well you will do. Abilities are those things a person is able to do, or has a natural talent for even if someone has never had any training in those areas. Skills include what a person has already learned to do well. Transferable skills are those learned in previous experiences (school, jobs, hobbies, etc.) that will help qualify you for new jobs. Values are things that are most important to people to be motivated and energized or de-motivated and burned-out in a job or situation. An *occupation* is a group of similar jobs found in different industries or organizations. A *job* is a paid position. A *goal* is the object of your ambition or desire is. Turner and Lapan (2002) found out that the variance in Artistic, Enterprising and conventional career interests may be accounted for by other proximal or distal supports than were included in this study (e.g, proximal factors such as values, abilities, or performance might account for more of the variance). Approximately one fourth of the variance in Realistic, Investigative, and Social career interests, however, was accounted for by variables other than abilities and performance, suggesting that a variety of career counseling interventions may be helpful to extend the range of occupation young adolescents are considering when making initial education and occupation choices. Results also indicate that career planning/exploration efficacy and career efficacy were both significantly associated with middle school adolescents' career interests across Holland themes.

The study of Omalin (2003) revealed that one of the foremost developmental needs of sophomore high school students is Career Development as assessed by the administrators, teachers, parents and students along with Home and Family and Leadership. The researcher proposed the implementation of a guidance management program. Similarly, in the study conducted by Domingo (2008) in Olongapo City it shows that the respondents, which are 3<sup>rd</sup> year high school students, considered knowing one's own strength and weaknesses as a strong need and decision making as a moderate need. The researcher proposed that the existing guidance program be reinforced specifically on career program development.

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 incoming freshman students. The survey had been continuously administered over the years to provide a clear picture of

the current status of new students which will provide data to Guidance Counselors in their better understanding of the needs of the students and improve career guidance services.

### **Objectives of the Study**

This study aims to investigate the profile of freshman students of Lyceum of the Philippines University – Batangas for AY 2013 – 2014: The results of which shall be made basis for a Career Development Plan. Specifically, this study sought to identify the personal profile of freshman students per program in terms of Socio-demographic profile and educational profile; and to determine the Career Related Profile of freshman students in terms of Career guidance status, considerations in choosing a course, level of determination to finish college, needs assessment and goals after graduation; to determine if there is a difference in the career related profile of the freshman students when they are grouped according to their personal profile and to propose a Career Development Program.

**Ho:** There is no significant difference in the career related profile of the freshman students when they are grouped according to their personal profile.

### **Method**

#### **Research Design**

The descriptive method was used to determine the Personal and Career Profile of freshman enrollees of Lyceum of the Philippines University, Batangas City. Descriptive method of research is a purposive process of gathering, analyzing, classifying and tabulating data in prevailing conditions, practices, beliefs, processes, trends, cause and effect relationships and then making adequate and accurate interpretation about such data with or without the aid of statistical method (Manuel and Medel). It also seeks to depict what already exists in a group population. The data of the research were taken from the Survey of the Career Related Profile conducted during the Freshmen Orientation last June 4 – 7, 2013.

#### **Participants**

Forty seven percent (47%) of the total population of enrolled freshman students across program as of June 3, 2013 were involved in the study.

#### **Instrument**

The researcher used the Survey of Career Related Profile form a controlled document owned and generated by the Counseling and Testing Center used in collecting information/ data as springboard in formulating, implementing and improving rendered Career Guidance services to LPU-Batangas students.

The Survey of the Career Related Profile consisted of (1) Personal Profile such as Socio - demographic Profile (gender, age and monthly family income) and Educational Profile (high school averages, type of school attended and location of schools attended) and, (2) Career Related Profile such as Career Guidance status; factors considered in choosing a course; level of determination to finish college; needs assessment and, personal goals after graduation. The researcher used the existing Survey of Career Related Profile.

## **Procedure**

Under the supervision of the Counseling and Testing Center the data needed for the study were obtained during the Freshmen Transferees and Parents Orientation help last June 4 – 7, 2013. Respondents were randomly selected upon registration. They were requested by members of the Registration Committee to fill out the survey voluntarily. After all survey forms were retrieved the results were treated and analyzed. Results from Inferential statistics were derived.

## **Dana Analysis**

The researcher made use of the following statistical measures and tools in treating the data gathered which include frequency and percentage distribution to determine the Personal and Career Profile of freshman students while t-test and ANOVA were used to test the significant differences when the responses were grouped according to profile.

## **Results and Discussion**

### **Demographic Profile**

The males obtained the highest percentage of 52 while female got 48 percent. Majority of the freshman students are aged fifteen (15) and sixteen (16) years old, comprising of 73.43 percent. This was followed by seventeen to eighteen years of age or 22 percent; nineteen to twenty years of age comprising 3.36 percent whereas, 21 and above got 1.30 percent. Moreover, data showed that majority of the freshman students belong to a family with monthly family income of P15,001 – P25,999 with 33 percent. This was followed by MFI of P29,000 – P35,999 with 18.11 percent. Looking closely at the result, it shows that the least number of freshman students receives P15,000 MFI getting 17.14 percent, while those of P46,000 – P59,000 and P56,000 and above were combined with a total of 18.77 percent. This signifies therefore that Lyceum of the Philippines University – Batangas has a greater number of male enrollees aging 15 to 16 years old and belonging to employed family.

Majority of the respondents obtained 81 – 83 GPA with 27 percent and was closely followed by 78 – 80 GPA with 25.25 percent and 84 – 86 GPA with 23 percent. Furthermore, GPA of 87 – 89 got 13.39 percent; 75 – 77 got 5.49 percent; 90 – 92 got 5 percent; 93 – 95 got 1.43 percent; 99 and above got 0.22 percent and, 6 – 98 got 0.11 percent.

It is evident therefore that Lyceum of the Philippines University – Batangas caters to freshman students who belongs to C+ (Fairly Satisfactory), C (Fair) and B – (Satisfactory) classification based on LPU-B Grading System (Student Manual, Article XIII Evaluation of Student Performance Sec. 2 Grading System, pg.33) as well as, graduate high school students from private schools in the Batangas Province.

There were 68.36 percent graduated from Private High schools while, 31 percent graduated from Public High schools and 0.87 percent are from non – formal school or Alternative Learning School.

There were 79 percent or majority of the respondents are from schools in Batangas Province. This was followed by schools from Mindoro (9.1 %), Quezon (4.3%); Laguna (3.2%); other areas not mentioned in the survey (2.4%) and Cavite (, 2.2).

Majority of the respondents claimed have received Career Guidance in High school with 78 percent. However, 22 percent of the respondents expressed that they did not have any Career Guidance in High school. It may be said that most of the respondents seems to be responsive as regard to the services rendered by their previous schools (high school) is purposively for career guidance. On the other hand, some students maybe unaware or not receptive as to the activities provided to them as already career guidance.

Most of these respondents identified High school teachers who facilitated the Career Guidance with 53 percent, followed by High school Guidance Counselors with 26 percent; LPU enrolment campaigners with 12 percent; Career Fair with Invited speakers with 6 percent; Alumni with 2 percent and, special lecturers from DepEd with 0.5 percent.

These respondents proved that Career Guidance significantly aid them in achieving a career choice with 81 percent; however, 19 percent of respondents who received Career Guidance in high school express said the activity did not help.

Therefore, majority of freshman students assessed that Career Guidance in high school facilitated by high school teachers significantly helped them to come up with a career choice.

Majority of the respondents assert that the program they enrolled in is a Personal choice with 65 percent. On the other hand, 17 percent disclosed that their course was of parents' choice. This was followed by mutual decision with parents (13%); personal choice with the influence of relatives (3%); advised by the person who will finance their studies (2%) and, personal choice with the influence of peers (0.1%).

According to Santamaria (2006), when we have a choice of a course of action and we have freedom to choose, we are influenced by our values. But if there is no choice and there is pressure, whether coming from an internal condition or from an external source, then our action is driven by a need. A number of student may not have enough freedom to assert their choice of career to pursue due to some reasons such as autocratic family, financial constraints, conformity or peer pressure.

Additionally, data show that there were 67 percent of the respondents stated that the financial means for their studies come from both of their parents followed by support from a single parent (23%), relative/s (6%), sibling/s (3%), scholarship/s (1.4%) and, other resources such as self-supporting – working students or student assistants (0.4%).

Therefore, freshman students claim to have enrolled in college with the full support of their parents. The reasons considered by the respondents in choosing course/program, topmost of which is interest, 42 percent. This was followed by intellectual/mental capacity (23%); employability (10%); personality and financial capability (7%), globally in demand (6%); financial security and prestige (2%) and social responsibility (1%). Freshman students' choice of career generally, relied basically on personal interest as well as in mental ability.



In terms of the level of determination of the respondents to finish College, it reveals that 88 percent see themselves as a degree holder despite of difficulties they may encounter in college. However, the remaining 12 percent are uncertain to finish college. Conversely, 77 percent of the respondents express firmness to finish the course they enrolled in though 23 percent may opt to shift to another program. Furthermore, majority of the respondents or 84 percent assure to stay in the University to finish their chosen program but 16 percent may opt to transfer in other universities. In general, freshman students see themselves finishing the program they first enrolled in as well as earning their chosen degree in this University.

Illustration above is a good basis in generating a Career Guidance Plan since a number of the respondents admitted the possibility of shifting to other program and maybe transferring to other school/university.

Most of freshmen or 79 percent are in need of Career Guidance in College while, 21 percent expressed that they don't need of such. It also shows the suggested topics for needs assessment. Most of the respondents who claimed to be of need for Career Guidance in College recommended topics or lectures about career planning to be on the top list 39 percent followed by adjustments in college (26 %), developing good study habits and attitudes (25%); interpersonal skills and relationships (6%) and self-awareness (4%). In summary, freshman students express the need for Career Guidance in college particularly in Career Planning.

The illustration may be a strong indication that freshman students would like that the Career Guidance given to them in high school be reinforced until College. Career Planning is also a continuous process even after college. A strong Career Guidance may be of help in determining all the best opportunities for them to maximize their full potential in attaining their dreams.

The main goal projected by the freshmen, topmost of which is to establish one's career (31%) which was closely followed by high paying job (29%). Other goals illustrated are to work abroad (18%); to go to different places (9%); to build one's business (5%); to have any job for experience (4%) while, to enjoy life and leisure time and to continue further education (2%). Therefore, freshman students see themselves to be employed in line with their field of specialization.

**Table 1**

Differences in the career related profile of the freshman students when they are grouped according to their personal profile.

Variables	Gender	Age	Monthly Family Income	High School GPA	High School Attended	Location of High School Attended
People who facilitated the Career Guidance	.000(**)	.173	.004(**)	.000(**)	.000(**)	.001(**)
Impact of Career Guidance in decision making	.008(**)	.053	.043	.095	.003(**)	.060
Who made the choice of program to enroll	.030(*)	.749	.071	.625	.947	.982
Source of financial support	.019(*)	.237	.154	.810	.279	.042(*)
Considerations in choosing a course/program	.618	.004(**)	.196	.000(**)	.096	.366
Level of determination to finish College	.128	.511	.414	.010(*)	.075	.593
Possibility of Shifting	.337	.171	.837	.901	.250	.644
Possibility of Transferring	.138	.306	.429	.352	.226	.374
Need for Career Guidance in College	.008(**)	.881	.912	.039	.224	.799
Suggested Topic	.601	.021(*)	.931	.099	.299	.607
Goal after graduation	.006(**)	.654	.244	.001(**)	.568	.871

\* - Significant at  $\alpha = 0.05$ ; \*\* - Significant at  $\alpha = 0.01$

There is significant difference between the responses of male and female students in terms of the person or people who significantly gave them career guidance (.000); impact of the Career Guidance given to them in high school for their choice of career (.008); person/ people responsible in choosing a program (.030); person or people who will finance their studies (.019); perceived need of Career Guidance in College (.008); and, main goal after graduating in college (.006). The computed p-values for these variables are less than the 0.05 and 0.01 level of significance. These imply that the null hypothesis is rejected. This signifies that male and female vary in terms of status in the Career Guidance they received from school and from their respective families/ home. Based on the study, male enrollees outnumbered female enrollees. Data may convey that males are highly encouraged and given more chances to enter and finish a college degree.

There is a significant difference on the perceptions of respondents when they are grouped according to monthly family income in terms of person or people who significantly gave them Career Guidance (.004). The fact is not everybody can pursue college or the program a student wants to take because of financial constraints. If a person does not have enough money to spend in schooling, then the



student must have either be contented with what the parents can afford or find other means to finance education like scholarships, part-time work, seek financial assistance from relatives and/ or enrol in other program which has lower financial demands. One study found that when low income parents had high educational aspirations it was linked to more positive educational outcomes in youth (Schoon, Parsons & Sacker, 2004).

There is a significant difference on the perceptions of respondents when they are grouped according to their High School Average in terms of person or people who significantly gave them career guidance (.000); considerations in choosing a course (.000); determination to finish the program (.010); and, Goal after Graduating in College (.001). Mental Ability is one of the major factors a student needs to consider. The individuals who do not choose their career according to their level of ability are in failure because of poor competence (Kochhar, 2007).

There is significant difference on the perceptions of the students when they are grouped according to High School Attended in terms of person or people who significantly gave them career guidance (.000) and, impact of the Career Guidance given to them in high school for their choice of career (.003). Moreover, there is significant difference on the perceptions of the students when they are grouped according to location of school attended in terms of person or people who significantly gave them career guidance (.001) and, person/people who will finance their studies (.042). The families, neighborhoods, and schools of children have socioeconomic characteristics. A parent's socioeconomic status or SES is likely linked to the neighborhoods and schools in which children live and the schools they attended (Coltrane, 2008; Hutson, 2008).

### **Propose Career Plan and Development**

As a service-oriented university, it is important to provide satisfaction to the customers especially in helping them accomplish the program to the university where they have started (Laguador, 2013b). Therefore, this Career Development Plan for freshmen aims to produce responsible students with high interest towards their enrolled degree program with positive attitude and study habits. It is included in the plan to appreciate the vision, mission and core values of the university and let them part on the achievement of these goals. Students must learn the value of initiative as future professionals. It has something to with getting ahead of tasks and exceeding the expectations of people. It is doing things beyond responsibility. Developing initiative among students is making them as future assets of the organization (Dotong, 2014).

Information dissemination on the services of Counseling and Testing Center is also another part of plan as well as getting them aware of one's personality and identify own strengths and weaknesses through testing services. Enhancing self awareness in utilizing the result of psychological tests as spring board to facilitate group counseling is also being emphasized.

Administration of Standard Based Assessment (Pre-Test) to all freshmen across programs will also be conducted analyzing the test results of their Mental Ability, Work Habits and Trait Survey. The result will serve as the basis to Facilitate Group Counseling and to conduct enrichment programs. Freshmen

must be given enough inspiration and encouragement to learn the basics of having good study habits both at home and in school (Laguador, 2013c).

Monitoring on the needs of students as well as evaluate their level of satisfaction as regard to the services offered by Counseling and Testing Center will also be done to strengthen the information dissemination of CATC services. Assessing the capability and readiness of the students in their chosen program is also an important activity of CATC to better guide them as to the field of specialization best suited for them. Development of the work values and skills of the students would also be enhanced through attending leadership trainings and national youth conferences (Laguador & Dotong, 2013). Guiding them well and lot of patience and understanding must be given to the students because of their levels of leadership ability that need to be nourished to survive in more complex challenges of the course (Laguador, Velasquez & Florendo, 2013).

### **Conclusions and Recommendation**

Lyceum of the Philippines University – Batangas caters mostly to freshman students who are 15 to 16 years of age, belonging to families whose both parents are working, fall under the C+, C and B student classification based on their High school GPA and, graduates of private schools in the Batangas province.

Career guidance in high school that was facilitated by High school teachers is considered effective in helping the freshman students to have free career choice with the financial support of the parents. Personal interest was given a high regard in choosing a program to enroll in college. Respondents are yearning to finish the chosen degree in this University and get a high paying job in line with their profession immediately after graduation. Freshmen manifest the need for Career Guidance in college.

It is recommended the continued administration of the survey to monitor the Career profile or Career Guidance background of our freshman students. The Counseling and Testing Center should strengthen the implementation of the University's Career Guidance Program. Outcomes-based curriculum must be adapted to periodically monitor the academic performance and behavior as well as the result of study habits of the students (Laguador & Dizon, 2013). Students must always be encouraged by teachers and parents to make their college days productive (Laguador, 2013d) through balancing the studies and co-curricular activities to maintain a satisfied career in the future.

The proposed career development program maybe tried or implemented and evaluated thereafter. Follow-up study may be conducted to determine the effectiveness of Career Development Plan of the Counseling and Testing Center.

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