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**CAREER INTERESTS OF JUNIOR HIGH SCHOOL STUDENTS
TOWARDS THE CRAFTING OF A DEVELOPMENTAL CAREER
GUIDANCE PROGRAM**

A DISSERTATION
Presented to
The Faculty of Graduate Studies
Teacher Education Research and Indigenous Peoples Education
PHILIPPINE NORMAL UNIVERSITY
North Luzon Campus
Alicia, Isabela

In Partial Fulfillment of the Requirements for the Degree
DOCTOR OF PHILOSOPHY
With Specialization in Educational Management

JURGEN T. PASION

2018



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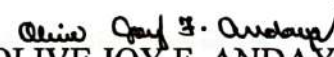
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CERTIFICATE OF APPROVAL

The dissertation attached hereto, titled **THE CAREER INTERESTS OF SELECTED JUNIOR HIGH SCHOOL STUDENTS OF ISABELA TOWARDS THE CRAFTING OF A DEVELOPMENTAL CAREER GUIDANCE PROGRAM** prepared and submitted by JURGEN T. PASION in partial fulfillment of the requirements for the degree **DOCTOR OF PHILOSOPHY with specialization in Educational Management** is hereby recommended for oral examination.


MARIE GRACE S. CABANSAG
Adviser

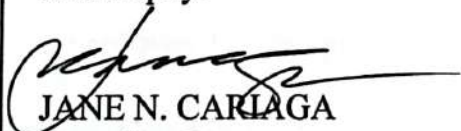
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ABSTRACT

Key Words: Career, Guidance Program, Junior High School, Senior High School Tracks

The study formulated a developmental career guidance program for Junior High School students for them to choose and start with the right choice of tracks in Senior High School. A developmental career guidance program in the Junior High School is vital in honing the students in choosing the suited track before enrolling in the Senior High School. This will make them bastion of our community's labor force in the future. A multi-stage sampling was used to select the 395 respondents. Fifty nine (59) schools from the 4 Congressional Districts of the Province were included. It was found that the career interests of the junior high school students are oriented toward white collar jobs that require academic preparations from senior high school. Majority of the school administrators and guidance counselors are observing the Career Orientation as the best tool in guiding students choose their future career. It was also found that the school administrators and support staff recognize the need for an enhanced developmental career guidance program as tool for school management. The results of the National Career Assessment Examination (NCAE) and CEM Interest Profiler serve as guide in planning activities for a career guidance program in the junior high school years. Periodic assessment of career interest of



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students in each level in Junior High School must be conducted and paired with appropriate activities as intervention. School managers may venture on crafting their developmental career guidance program customized to their students' career interests. The Developmental Career Guidance Program formulated in this study may be adopted as a model in providing career guidance in each grade level in the Junior High School.



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ABSTRAK

Mga Pangunahing Salita: Kurso, Programang Panggabay, Traks sa Junior Hayskul

Ang pagsasalik na ito ay bumalangkas ng programang panggabay na magpapa-unlad ng kakayanan ng mga mag-aaral sa Junior Hayskul na pumili ng angkop na Senior Hayskul trak. Ang programang panggabay na magpapa-unlad sa kanilang kakayanan sa pagpili ng tamang trak ay mahalaga upang mahasa nila ang tamang pagpili bago magpalista sa Senior Hayskul. Sa pamamagitan nito, maaari silang maging matatag na moog ng pwersang manggagawa ng ating komunidad sa hinaharap. May 395 respondents ang napili sa pamamagitan ng multi-stage sampling. Limampu't-siyam na paaralan mula sa apat na distrito ng probinsiya ang kalakip sa pag-aaral. Lumabas sa pagsasaliksik na ang karir interes ng mga mag-aaral sa Junior Hayskul ay nakatuon sa mga trabahong "white collar" na nangangailangan ng preparasyong pang-akademiko sa Senior Hayskul.

Karamihan sa mga tagapangasiwa at mga gaydans kawnselor sa mga paaralan ang nagsasagawa ng Career Orientation bilang pinakamahusay na pamamaraan bilang panggabay sa mga mag-aaral sa pagpili ng kurso. Nalaman din sa pag-aaral na kinikilala ng mga tagapangasiwa ng mga paaralan at ng ibang kawani nito ang kahalagahan ng pinahusay na programang panggabay sa pagpapa-unlad ng kakayanan ng mga mag-aaral sa Junior Hayskul sa pagpili ng kurso, ay mahalagang instrumento sa pamamahala sa paaralan. Mahalagang patnubay sa



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pagplano ng mga nararapat na aktibidad ang resulta ng National Career Assessment Examination (NCAE) at CEM Interest Profiler. Palagiang pagtatasa sa interes ng mga mag-aaral sa pagpili ng kurso sampu ng angkop na aktibidad bilang interbensyon ang dapat maisagawa. Ang mga tagapangasiwa ng mga paaralan ay maaari ding magbalangkas ng sariling programang naaayon sa interes ng kanilang mga mag-aaral. Ang programa na naipanakala sa pag-aaral na ito ay maaaring gamiting modelo sa pagpatnubay sa mag-aaral sa antas ng Junior Hayskul upang maayos na makapili ng kurso.



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Above all, the Almighty Provider, the stronghold of my faith, wisdom, and determination. He who made all things always possible.



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DEDICATION

to

the bastion of courage and inspiration...

My Almighty Creator,

My Wife and Kids,

My Parents, brother, sister, sister-in-law
Nephew, and niece,

My Uncle Roger and Auntie Lita,

I humbly offer this book to you.

--jurgentoledopasion--



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CHAPTER 1

THE PROBLEM AND LITERATURE REVIEW

1.1 Background of the Study

Our current world unveils an array of career paths an individual can choose from. Every after several years, there seems to be new career options that say will bring greater opportunities and bigger dividends. This makes the choosing of future career very baffling for people since all of the available options seem to be leading to a golden height goal (Arguelles & Bay, 2014). The choosing and eventually deciding on what appropriate course to take definitely starts in the academe. This is where the young individuals start to dream and conceive about their future. For Fernandes and Bance (2015), adolescence is one significant stage for which the decision regarding one's future is made. Unfortunately, there are myriads of young people who experience indecision about their future. The term indecision can be understood as a state when an individual tends to be uncommitted to a plan inspite of having a need for commitment. Career indecision therefore, means the failure of one to decide on what specific occupation to seek in the future (Talib & Aun, 2009). Clearly, people are not only cluttered because of the many options but also with a personal issue called career indecision. Career guidance and development though, may be influenced by the individual's interests and abilities, by the culture of the school, the academic



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achievement of the institution, by the family, political-economic-cultural climate, by the public opinion and by the labor market (Zhang, 1996). Career Guidance is a way of empowerment. Empowerment of whom? Empowering the people, and education serves as the avenue by which economically and socially marginalized people of the community and their families can possibly lift themselves out of poverty and have the means to participate fully in their communities (Syjuco, 2006). The guidance program then serves to assist each individual become a fully functioning person, capable of maintaining healthy social relationships, performing as responsible citizen of the community, and capable of becoming a part of the larger society (Smith, 1990). In a census conducted by the country in January of 2013, Philippines has 7.1% of unemployment rate. This ranks highest among Southeast Asian nations. About 16.9% of which was found out to be college graduates (Erica, 2013). Misfit graduates abound and one of the suspected culprits why our beloved Philippines has a high unemployment rate. This could be traced to the incorrect selection of course taken by most of the college students (Pascual, 2013). This problem is also aggravated by the reason that many high school students do not know at all what course to take up in college (Ramirez & Dizon, 2014) in the end, probably choosing the wrong course that will later attribute to the individual's unemployment or underemployment. There is a synonymous case in South Africa which was found out through an



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article published by Garrun (2010). According to him, youth unemployment and poverty are among the gravest problems hounding South Africa. What makes it more serious is that there is a growing shortage of needed skills sought by the labor force that goes along with the problem of unemployment. Moreover, Avron (2010), as cited by Garrun (2010) in his article, says that a lack of appropriate advice at crucial stages leads the young individuals into setting inaccurate career and study options and this complicates the problem more. Therefore, if there is a functioning program in catering to the career interest of people in the society, it is plausible that it will have a great effect in the economy boost of our country. The best way of addressing the interest of individuals in terms of their future career is through a developmental career guidance program in schools. It must be an integral part of the educational experience of students. This will help graduates learn the proper skills to adjust to the community, the norms consistent with the society, and for them to identify role and attitude in the workplace (Li, 2010). In addition, career counseling activities in higher learning institutions play a significant part and find ways to help assist students in terms of career development since it is a lifelong process based from sequence of educational and occupational options (Litoiu, 2015). However, thesis and dissertation repositories within the researcher's province reveal that there is no existing developmental career guidance program to address the issues as early as the



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secondary level. This has been the problem hounding the educational system that unless a program can be crafted to address the issue, we can never feel the paramount effect of citizens working at their best because their job never fits their interest. Then in 2013, the Philippine government finally revolutionized the educational system of the country. The Enhanced Basic Education Curriculum of 2013 more famously known as the K-12 Curriculum added two more years in the basic education of students. These two years are added under the senior high school program in the secondary level. Our Philippine schools therefore provide a very vital role in addressing concerns to produce citizens of this country who can, in the future, work optimally and cheerfully in their own careers. This runs true to what Corey (1985) said in his Theory and Practice of Group Counseling, that the school is a place for special groups designed to deal with the students' educational, vocational, personal or social problems. Gravina and Lovsin (2012) add that guidance has been accepted as a vital aspect of lifelong learning, promoting both the social and economic goals. Thus, an improvement in the aspects of education, training, and labor force. This can be clearly seen in the decrease of dropout rates and skills mismatches which eventually lead to increased productivity.

Several years back, during the days of the previous curricula, the now Grade 11 and 12 students were supposed to be the first and second year college



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students respectively. Before, a lot of freshmen and sophomore students jump from one course to another in a short period of time. Eventually, wastage of time, effort, and finances piled up to the frustration of parents in sending their children to college. This scenario is almost identical with current students nowadays. They are not really prepared and guided as to what track these students should enroll when they enter their senior high school course. The results are quite similar to the problems encountered during the previous years. It is because these are the years of great concerns and of making significant decisions that can affect the course of the students' lives (Sabbaluca, 1995). Therefore, when a student failed to decide on his/her proper track to enroll in his/her senior high school course, there will be a delay or even failure in attaining his/her full potential in the future. Guiding them through a developmental career guidance program is of great significance. But is there an instance that career guidance can be considered too early for young individuals? Is career guidance when applied too early be disadvantageous to students? According to Kunnen (2013) in her research, the most challenging in adolescents' identity development is the domain in career choice. These young individuals commence their identity work in terms of their career choice at ages 16 to 18. If in any case, adolescents who started identity development relatively late, there could be a forced choice and the choice might become too early. This is rooted to the reason that these individuals have not



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proceeded far enough in their identity development to make good career choices. Studies gradually reveal that young individuals in the educational institutions must be guided to provide them greater opportunity as they go through higher level to be more confident and for them to make good decisions in what course to take up (Laguador, 2013; Pascual, 2014). This can be done through career guidance and development. It can be inferred that developing the career awareness of students at a young age will be beneficial.

The advent of the K-12 Curriculum has formally divided the secondary schooling into two brackets: The Junior High School and the Senior High School. There has been numerous confusion in the grassroots-level about what the Enhanced Basic Education Curriculum has to offer for the initial batch of senior high school. While the new curriculum has delineated formal schoolings for each division by adding two more years in the basic education, the absence of a formal and specific program to help future senior high school students choose the proper track for them to pursue is still a delusion. It takes four academic years for a student to prepare himself ready for the appropriate track for his senior high school. Whatever track the student enrolls plays a vital role in the career path he will traverse after two years of senior high school education. However, there is an abundance of senior high school students who are not yet sure of their academic tracks to enroll. Many of the students follow the bandwagon principle. They enter



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an academic track because lot of students enroll it. Many students make career choices based on the most-picked career among their peers. They do not, for once, consider what they like until it is too late (Gupta, 2017). Some just decide when they are already in the senior high school. In connection with this, education's concern is primed at the total development of the person. Therefore, the ultimate goal of the educational process is the human product (Cantong, 2005). If that is the case, then, there lies a problem in the educational process because early in the basic education stage, students are not properly guided as to the proper career path they need to traverse. As a consequence, square pegs are placed in round holes and vice versa (Chaudhari, 2015). Guidance, on the other hand, has long been acknowledged as an indispensable part of education which aim is to enhance the total development of the human person (Kapunan, 1984). Additionally, the school becomes the training venue for humanity, the teachers act as "*loco parentis*" and the attached services as the support system that aid the student in his entire school life (Gecobe, 2000). In this scenario, guidance becomes an integral part of the teaching-learning process (Aquino and Alviar, 1983). A guidance program of a school is expected to comprise different services that have planned and selected activities; specifically, individual analysis, information, counseling and placement and follow-up services. From these services is the assistance intended for the students in choosing their course, activities, careers, friends, and future mates



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(McLeod, 2000). A vital inclusion therefore, in a school's guidance program is a functional career guidance program to specifically assist each student in his future career.

Gecobe (2000) also added that the period of adolescence is commonly known as the stage of identity crises and that parents sometimes are often reluctant to recognize such change. In fact, parents do have a role to perform in giving guidance to their children in terms of career choices. They play an important role in shaping and influencing their children to a wise career decisions according to Hashim and Embong (2015).

The school guidance comes in to play a vital role in the overall personality of the student. A career move can affect almost the totality of a person's life, and possibly, those around him. Counselors, through a meticulously designed plan, need to help students make correct choices (Villar, 2009). In its sum total, with all the inclusive key services, the guidance program of every school must be designed and implemented for the unique purpose of helping the individuals to become rational and functional persons. This is crafted in response to the needs of the learners and the impact of changes brought about by the changes in the larger society (Cantong, 2005). This must be more evident nowadays that changes in the new curriculum are now experienced. According to Garcia (1987), it is also envisioned that through a functional guidance program, students' academic



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achievement, behavior formation, and positive personal, educational and vocational planning are better enhanced and achieved. It only shows how important it is to have a functioning guidance program which includes the proper counseling about a student's future career plans.

The nonexistence of a proper developmental career guidance program in the junior high school setup makes the selection of academic tracks in the senior high school more aggravated. The problem may not only be in the nonexistence of a proper developmental career guidance program but it may also arise from an existing but not functional resources in guiding the students know their career potentials. This is affirmed by Sing Chai Ming (2000). According to her, the degree of utilization of such related resources on counseling and guidance in educational institutions is very modest inspite of accessible services. If students are not guided into the right career path before entering the final two years of the basic education, there could be a great risk for the students in intruding an inappropriate career path which could eventually lead them to financial, physical, and emotional wastage. If this will be the case year in and year out, then endeavoring in the senior high school will always be misleading. This is both true to the students and the parents as well. The end will always be individuals enduringly attending to jobs that do not really make them fruitful and instrumental economic players of the country. Therefore, the correct choice of track in the



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senior high school will lead to a strong foundation for a lifelong career among high school students. In the long run, this will play a great effect in their own family and in the society in which they live. In addition to this argument, Amir and Gati (2006) say that students need to be furnished with opportunities to hone their career decision-making prowess as failure to address this area can prevent students from making best career choices or even worse, prevent some students from coming up with a decision at all.

The very basic design of a guidance program is to give assistance to individuals, in this case, they are the learners, for them to have wiser decisions on what they want, what they do, how to do them, and how to solve problems for fulfillment and satisfaction. This is according to Blas (1990). Without the aid of a respectable developmental career guidance program in schools, this very basic aim of guiding the students be wiser in deciding on their future careers will be in vain. Synonymously, Gumabay (1998) confirms Blas's idea. According to her, guidance is a process of assisting individuals possess knowledge, make wise and intelligent choices for the individual to invest in plan of action that suits his qualifications. Furthermore, Garcia (1987) believes that through a functional guidance program, students' wholesome development which includes academic achievement, behavior formation, positive educational, vocational, personal planning are better attained.



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Seemingly, the introduction of a career guidance program from the Department of Education to address the career choices of Grade 10 students provides a little help in guiding them choose their career before enrolling in the Senior High School. However, it is clear that the department's program is only intended to address the needs of Grade 10 students. This career guidance program clearly, is not developmental in nature since career assessment is only done a year before the students will take up their senior high school course. In October 2017, the Department of Education issued Deped Memo No. 165, series of 2017 informing all secondary school nationwide to adopt and implement the modules on career guidance to Grade 11 senior high school students. The modules are divided into 2 groups: 1 for the first semester and the other for the second. Modules 1-4 are advised to be employed from June to October. Modules 5-8 from December to March. Ironically, these modules were released last October 2017 when the first set of modules should have ended up. Clearly, this guidance materials will be formally adopted by the coming school year. Again, this move is not developmental since it only addresses the current needs of a grade level in the senior high school.

Moreover, administrators together with guidance and counselling persons of every school must play a great role in monitoring students' line of interest while they are still in their junior high school level. It will be already late if school



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administrators and counselling persons will adopt a career program at the onset on the senior high school level. Career-pathing of every student under the K12 Curriculum actually starts on their Grade 11 level. They must also be aware of the fact that careers can make or break a person and the people around him/her. A lot of people, however, fail to recognize this especially in the Philippine setting. Villar (2009), affirms that career planning and preparation in our country are often done haphazardly, even in schools where there are full-fledged guidance counselors. Both the administrators and counselors, through a good career guidance program, need to help individuals to make appropriate choices. If the person takes the wrong career path, he/she may end up a broken person. A developmental career guidance program must be instilled to address what we call career-path issues. Therefore, career planning must be given appropriate time and attention to stop misleading practices in choosing a future career. It is through these premises that this research is conceived. The end result of this study is a developmental career guidance program for secondary schools in the province of Isabela. Ultimately, the study is aimed to help the following:

Policymakers and Legislators. The result of the study could potentially help the crafters of our laws to see if there is a need to review the provisions of Republic Act 9258, otherwise known as the “Guidance and Counselling Act of



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2004.” By doing so, they could make or file amendments so that the Act may come up in consonance with the K to 12 Law.

School Administrators. School officials may benefit from the study’s results. It is because there will be a constant or regular monitoring on the students’ development in terms of their aptitude. Having a concrete visual of the students’ interests, school administrators can have an advance projection of what possible track(s) their school can offer in the Senior High School.

Guidance Counselors/Coordinators. Guidance counselors and coordinators can also benefit from the study. They can have a guide to oversee the students’ real career inclinations. Without a functional career guidance program, the counselors and coordinators would not have any tool to assess the real potential of students in terms of their aptitudes.

Teachers. Similar to the benefit the counselors and coordinators can have through this study, classroom teachers and advisers can also savor the same advantage. Furthermore, teachers can have a more proactive way of guiding their students toward their intended career path.

Parents. They can have a more consistent partner in guiding their children towards their intended career paths. Without the help of this study, it is highly likely that the parents will just have their way in choosing the career for their children.



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Local Business Community/Groups. Through this study, local business operators can have a glimpse of promising young individuals whom they can tap in the future.

Students. The study aims to help the students guide towards their intended career interests. Furthermore, the study seeks to help the students become more fruitful in their careers after choosing the correct career path. The finality of which is the feeling of fulfillment in the students' chosen career.

Researchers. The outcomes of this study will greatly help future researchers to develop and expound more about this topic.

1.2 Literature Review

Related literature and studies from various sources were found to be associated and relevant to the present study. These studies, in one way or another, closely support the installation of a functional developmental career guidance in schools to closely monitor and develop the proper career path of students.

Career Guidance

The schools always play a dynamic role in guiding each student's career interests as they progress in school. According to Wang and Straver (2001), education must include career aspirations to guide students be clear of their career plans thus making their learning more relevant in their secondary schooling.

According to Moehling (2002), Frank Parsons started the profession of



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vocational/career guidance education in the early 1900's when he established the first formal career-counseling center in the United States, in Boston, the Vocation Bureau. Parson's three-part model of career decision-making in 1909 still guides the development and activities of career guidance education to this day (Hartung, & Blustein, 2002). According to Hartung and Blustein (2002), these three parts of the career decision-making model are: self-knowledge; knowledge of requirements for career success; and the links between the two.

The history of career guidance education in the United States has gone through various stages (Hughes et al, 2004). During the First World War, experts assessed people's capacities through the top down approach in the determination of the best occupation fit for them. Career guidance was perceived by Minor and Burtnett (1980) as an element of career education, but both were complementary and mutually supportive for the career development of the students. Therefore, it is the very aim of this type of guidance to help students figure out their talents and eventually adopt necessary skills and experiences to manage lifelong career development (Barnes, 1995) and with different roles and different settings (Gysbers & Henderson, 1997) as cited by Wong (2004) in her study. According to Sanford, et al. (1994), social and career advancement tended to help adolescents feel successful. This feeling of success is augmented by Slater (1993) by developing an interest in going to higher education and the necessary data therein.



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Fu (1989) have also mentioned in her study about the internal characteristics of a guidance program. Basically, they should be based on students' needs. According to Fu, teachers and guidance practitioners have to be keen listeners to what students tell about their needs or inadequacies. Furthermore, a very good guidance program is never one sided but one that balances corrective, preventive and developmental functions. Griffith et al. (2001) conducted a longitudinal study of the effects of career and vocational guidance programs in high school on outcomes of graduates six years after high school. He found out that students who had participated in career and vocational programs during high school had similar college-related outcomes as non-participants but they had better occupational histories including more consistent employment, decrease in temporary employment in their first job and an increase of employment in trade occupations. In 2003, a study was also conducted by the Goddard College and the institution suggests that guidance is for all students. Its main objective is to profoundly promote personal and interpersonal development that basically include psychological, human relations, career and academic planning.

Aquino and Alviar (1980) pointed out that the organization and administration of a guidance program should be made adequate to the extent that it can possibly meet student needs in the local school. As expected, guidance



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counselors, with the assistance of teachers, have the task of identifying these student needs because they are more directly involved with the students. In addition, they state that for a guidance program to be fully effective, it must be flexible and encompass activities of all concerned. Furthermore, Aquino and Alviar affirm that when a guidance program is realized, individuals gain personal satisfaction that will ultimately lead to the individual's maximum contribution to the society.

Rosales (1990) also mentioned of this activity since according to her, there are still a great number of students who are still confused and they need more information about the jobs in the labor market. All of these can be done through an effective career guidance program. Aside from the two suggested activities, Isidro (1989) also added that there must be a comprehensive program of guidance and counselling. A real guidance program that takes an inventory of the students' abilities and synchronizes them with the demands and opportunities in the society. Aquino and Razon (1993) in their study on educational psychology showed that any individual meets crises along the way regardless of race, religion, creed, socioeconomic status or intelligence. These are rooted from the rapid change in the global setup brought up by modernization. Children are not prepared by nature to meet these crises. It is Razon's claim that it is our goal to utilize the children's impulses and desires in leading them along a pathway which are new and strange



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to them. These children must be assisted to choose their own ways which should be done not instantly but gradually and systematically. Hence, a developmental career guidance program is necessary.

Gumabay (1998) also cited that a guidance program given by schools is a productive effort and measure to assist and rehabilitate the individual. In a more positive way, guidance help students discover their capabilities as well as their limitations. This will lead them to fully develop their potentials. Guidance is so essential within a school system. Synonymous to Gumabay's claim, it is a process of assisting a student in determining physical, social, intellectual and personality assets and liabilities as well as to know the conditions, requirements and opportunities of the situation confronting him. Hence, he can possess knowledge, make wise and intelligent choices as well as to embark in suitable courses of action that fit his qualifications.

Career Decisions

Making a decision about post high school plans is a major problem-solving and decision-making process during adolescence (Picklesimer et al., 1998). An effective approach to deciding on careers and college majors is to provide adolescence with the opportunities to learn about themselves, their options, and decision-making strategies (Sampson et al., 1992). It will always be a daunting task for the students to deal with their career choices as they progress in



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higher level. Career choices are best made by integrating what one knows about one's self and about different occupations and/or majors (Billups & Peterson, 1994) whether the student continues on for post-secondary education or immediately joins the workforce after graduating high school, a comprehensive guidance program is aimed to help students within schools as well as their parents in coming up with informed and suited decision which “represents a match of person and work in which the individual’s skills, interests, values, beliefs, and purposes fit, align with, inform, and contribute to work, and work contributes to the individual’s well-being and life goals” (Gillie & Gillie, 2003).

Meury (2010) concurs and finds that students need guidance to make decisions that fit them as individuals. Failure to appreciate the deeper meanings of events and young people’s preferences specifically the marginalized members of the community can have significant setbacks for the individuals and ultimately the community they belong (Vaughan & Roberts, 2007). For young people to realize their full working potential which is linked to future economic and social outcomes, appropriate career education and guidance is important (Horne, 2010; Vaughan, 2003). This is a very important data to know because when young individuals are not properly guidance in knowing their full potentials, in the end they are those who are unemployed, individuals who commit crimes, persons who suffer from mental illnesses since they are disengaged and were lost in transition



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(Watts, 2001). Hansen (2010) also adds that high school is a real transition time for teens. It should be a time of growth or a time of challenge. When high school students have a clear understanding of the best career choices for them, the end result is better planning, more productive society for the future. Aside from identifying the needs of the students, it also important to note the existing employment opportunities within the community which are most likely the landing points of the students after schooling. It implies therefore, that the senior students are exposed to the jobs in the labor market which could be made likely through a career guidance program.

Battung (1984) also adds to the study conducted by Samson, stating the need for an information service as an integral part of a career guidance program. She said that information service is important to the fourth year students who are about to choose their career. She proposed some activities to enlighten the young boys and girls as regard their career choices. One suggested activity she made was an orientation program. Furthermore, Rosales (1990) states in her study that through a career education program, each student is helped to develop a very broad awareness of the full range of career opportunities in the employment arena. At the same time, the individual is helped to develop his own self-awareness in terms of strengths and weakness, practice and develop direction-setting and decision-making skills. After becoming aware of these, a student is



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then in a position to create appropriate career goals. Rosales also further reiterates the importance of such because according to her, there are many occupations and multiple careers today to choose from and this create a lot of confusion to people especially the young ones. Thus, making it difficult for them to arrive at a wise career decision. It is in this period that career guidance is most needed. Aberion (1992) also presented another insight that warrants the schools' responsibility in guiding students make reputable decisions. According to her, she concluded that as students enroll in the higher education system, problems will definitely crop-up along the way. It is because these students are still trying to adjust themselves to college life. She added that schools with the home share the obligation of guiding a young person achieve behavior characteristics that can guarantee satisfactory adjustments. In the same year, Galam (1992) conducted a study which found out that when students during their adjustment level in the tertiary level find confusion as to what they really want at this stage, the more complications may arise. Galam has affirmed this in her study on student and personnel services in higher institutions in Nueva Vizcaya. It has been found by her that vocational and career guidance, student publication, testing and alumni services among others are the least effective area of the service.

Sabbaluca (1995) also adds that no man is completely versatile in coping with change. He is apt to conflicts and frustrations that stem from three sources:



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the inability to overcome restrictions imposed by the people and the inability to satisfy conflicting motives and obtain compatible goals. As such, students must be helped by somebody, someone professionally trained to provide assistance. In relation to Sabbaluca's study, Cuntapay (1997) also states that unless the student sees the relationship between his studies and his career objectives, he will often be motivated to get as much as he can from his elementary and high school education. But beyond this, he will begin to relate his information to the growing richness of perceptions to the world of work and from those experiences he may develop himself an over-all atmosphere in which he lives or works. And through this exploration process, the young person will collect information, most of which may have no immediate importance to decision-making, but all of which serve to help him test the reality of his evolving self-concept. Together, Sabbaluca's and Cuntapay's studies invoke the assistance of experts in guidance and counselling so that these potentials can be extracted from the young minds of the students. Again, this can be done through a functional career guidance program.

Furthermore, Cuntapay (1997) states that career counselling helps individuals achieve satisfaction in their career by increasing their understanding, resolve and planning skills rather than by restructuring their environment. Counselors act as supporters rather than brokers. Counselors empower clients in recognizing their individual resources and liabilities to set goals, to formulate



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plans and to achieve their aims rather than to fit them into existing position. Balot (2000) suggests that in the organization and administration of guidance, the learner's interests, urges, motives, and goals must be considered. Program of activities must be outlined to determine the learners' interests and can come in the following: individual inventory and testing service, information service, counseling and consultation service, placement service and follow-up service.

Tomlinson and Little as pointed by Balot (2000) states that if students experience harmonious relationship with the social and physical environment of the school and related aspects then academic success is likely to occur. Balot also cited a part of Kapunan's (1984) study stating that there is a tremendous increase in the student mortality during the freshman year in college. Certain problems like adjustments to new environment, new teacher or learning situations likely surface right at the very beginning. These problems need to be prevented right away should college students succeed in life. This scenario could also be aggravated because the nature of the young generation today pose a great challenge to the guidance services of the 21st century because the nature of the clients is changing the perspectives of the guidance services. Hence, the need to assess how responsive the guidance program is to the particular need of the society (Abiva, 2000).



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Cantong (2005) also adds that guidance services serve as a support system in the educational process. They are instruction, services, and administration. These three are mandatory so that system goals can be achieved. From the three elements, career guidance program falls under services. Thus, several goals of education are implemented in a school guidance program consisting of a set of services. The guidance services in a school setting are intended to ensure that each learner receives an education to fit him for career objectives in consonant with his abilities and interests in line with occupational opportunities in the future. It is clearly understood that schools' guidance program is considered to be an integral part of the entire educational training of students since it explicitly assists all learners' need in order to meet satisfactory decisions about their futures.

In the study of Bacunana (2012), she cited that having a career development program provides direction to a person who is motivated to excel in life. It serves as a road map for one who wishes to accelerate in climbing the career ladder in one's chosen field. It provides a clear sense of direction in the pursuit of one's career. The purpose of a career development program is to help one reach his/her goals. Specific career goals are set but how these goals are achieved is a big concern one has to know and to do. Giving young people the tools and knowledge to realistically plan for their future is a primary goal of



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education. Developmental career guidance program is vitally important for today's youth, who are, more than ever, motivated but directionless.

Considering the studies noted herein, the current study by the author is greatly related because the current study is identical to the aforementioned studies in terms of the following:

- (1) They seek for the importance of a guidance program;
- (2) They suggest several activities as integral part of the program;
- (3) They emphasize the importance of counselors or coordinators in guiding the students achieve sound decision-making; and
- (4) They aim to lead students to choose the right career option in the world of work.

However, the current study may be different with the forenamed researches in terms of the following concepts:

- (1) Most of the previous studies discussed of a guidance program in general. Not necessarily pointing out on developmental career guidance program as the current study tries to implement;
- (2) The previous studies conducted basically focused on the importance of a guidance and counselling program mostly for the senior students of the secondary level. The current study focuses on a developmental



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career guidance program which will address secondary students from Grades 7 to 10; and

(3) The previous studies included herewith concentrated to address guidance and counselling services for the students under the old curriculum. The current study will serve students who are now governed by the new Enhanced Basic Education Program.

In a recent study conducted by Divina (2016), she states that the government claims that Republic Act 10533 is the solution to the Philippine education's deteriorating situation. According to her study, high school students are expected to plan for their future career. This involves their decision on what discipline or course to take after high school. The current setup of Republic Act 10533 let students decide on their course not after high school but right before enrolling in the senior high school program. She also claims that secondary education is the time when students explore on their career development. This may include the identification and determination of their preferences of college degrees and career. In the process, the school through the guidance personnel are expected to guide them to better attain the mission of aiding the students in achieving their future careers. Again, the schools play great role in arbitrating for the students their career interests through a satisfactory career guidance program.



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1.3 Conceptual Framework

The Republic Act 10533 states that students must select their specialization based on their aptitude, interests, and school capacity. Section Two of the Act mandates that there must be a career guidance and counseling advocacy. This is to guide properly the students in choosing the career tracks that they intend to pursue. The Department of Education has crafted department orders to ensure that career guidance is implemented in the basic education system. Department Order No. 25, s. 2013 states the guidelines on the conduct of career guidance week for high school students, effective school year 2013-2014. D.O. No. 25, s. 2013, aims to define the various jobs which are considered marketable coupled with awareness on the existing career opportunities. Additionally, the order follows a set of schedule in its delivery to students. It is implemented every July of the school year and follows a week-long celebration that commences with a Parade of Costumes of chosen career and ends up Career Talks from the CHED, TESDA, DOST. Consequently, Department Order No. 41, s. 2015 was also released for Grade 10 students to be informed about possible tracks in the senior high school program. The order was later on amended through Department Order No. 48, s. 2015. Hence, the Department of Education sees a significant importance of aligning students' interest to their future careers. Even the former Secretary Bro. Armin Luistro (DepEd 2015 press release) once stated,



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“We want our students to become aware of the importance of choosing a track that suits their interest while at the same time matches the available resources as well as job opportunities that await them.”

In this case, the zeal of the Department is very evident. It aims that students need to have a track that is matched with their own interests for them to be completely productive in the future. But despite department orders which encourage guidance and counselling, Villar (2009) affirms that career planning and preparation are often done haphazardly, even in schools where there are guidance counselors. There is no strong program that monitors and sustains the interests of students prior to their specialization courses in Grades 11 and 12. Afterall, career development and preparation for adolescents involves such tasks as establishing stable vocational preferences, narrowing one’s occupational choices, developing career goals, and engaging in long-term career planning (Skorirov, 2007).

The 1987 Constitution provides that the State must promote and protect education that is relevant to the needs of the people and society. Relevance to the needs of the people means pursuing the intended courses which really fit the capacities and interests of the students. The end result of which is a complete human development of the graduates which can be translated to better service to the society. Grade 11 and 12 students, when considering the former curriculum, can be seen as college freshmen and sophomores, respectively. Gerdes and Mallinkrodt (1993), state that emotional, social and academic needs are what most



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college students encounter in transition. These needs manifest global psychological distress, somatic stress, anxiety, low self-esteem and depression. Thus, college students entail adaptation risks. All these can be experienced especially when their mindsets are not properly prepared. Furthermore, they laid down factors that could impede adolescents' self-concept as: age maturing, appearance, sex appropriateness, names and nicknames, family relationship, peers, creativity and level of aspiration. These factors should be dealt with for students to make favorable adjustments personally, academically or vocationally. It seems plausible when career development should begin at an early age. As biological age progresses, career development must be enhanced to eventually address economic and cultural traditions and needs (Herr, Cramer & Niles 2004)

In vocational and industrial high schools which are situated within the researcher's locale, the basis used in guiding junior high school students are done by giving four TVL courses when students are in their Grade 7 level. This is an exploratory stage for the students. At the end of the school year, the TVL course that turns out to be the highest will be retained as the area of concentration for each student until he/she reaches Grade 10. Therefore, the monitoring of the students' career track is solely based on the grades in each of the TVL track. But no matter how basic the career guidance in these schools is, career guidance program is important in tracking students' interest.



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Career development or guidance is a growing practice not only in the Philippines but also in the international arena. According to a book entitled, *Career Counselling. A Holistic Approach* by Zunker (2012), all secondary students in England are required to keep Records of Achievement. This record is used to document individual career competencies. Then in Finland, its government has developed the Individualized Student Personal Study Program. This program is then used in counselling before the students begin their vocational education and training. And so with Australia by way of its National Job Network (NJN). Annually, there are 300 private, community, and government agencies that join together to provide assistance to job seekers. One-stop Centers called “*Counselling Houses*” are also established in Denmark. Counselors then offer individual counselling and provide variety of services. In Hongkong, career teachers provide programs of career services. Through this activity, job opportunities with corresponding requirements are needed. The development of standardized tests in career counseling came into picture to address job placement issues as early as 1883. In fact, it was the United States Civil Service Commission that started using it and this has been closely associated with the career counseling movement. In the 1980’s, there was more emphasis on skills identification through formal techniques. Since then, there’s a continuing employment of standardized test to monitor skills of individuals (Osborn & Zunker, 2012).



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1.4 Theoretical Framework

According to Zunker (2012) career counseling was conceived to meet the exact needs of the society during the shift from rural to urban living. Interlaced in this drive are collections of information that gave mankind knowledge on human behavior and development, social issues, political events and studies of career development and human roles in life. Because of this shift, several theories were created to address the issue.

Career guidance and counseling in the United States can be traced back in the 1900's when then Frank Parsons expressed interest in helping individuals make the right career choices. After Frank Parson's death in 1909, his book *"Choosing a Vocation"* was printed. It contained the Trait – Oriented Theory which was to match individual traits with requirements of occupations. It presented a three-step framework for assisting individuals in career decision-making and this framework was influential to the career guidance movement according to Zunker (2006). From this theory, two offshoots are very notable up to these days. The first is the Person-Environment-Correspondence Counseling. This type of counseling features how individuals act upon one another in their everyday proceedings as well as how they interplay in their work environment. The second, is John Holland's Typology which was crafted in 1992. According to Holland, individuals are attracted to a specific career because of a particular



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personality combined with some factors that constitute their backgrounds.

Holland's typology is grouped into six types namely: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.

In the 1960's, another set of theory came out. The Social Learning and Cognitive Theories. Its conceptual roots came from Edwin B. Holt and Harold Brown in 1931 but later on expanded by Albert Bandura. From Bandura's theory, human behavior is caused by social conditioning, social position and life events. These factors are thought to significantly influence career choices. A branch directly from Bandura's is Krumboltz' Learning of Career Counseling. From this theory, the selection of one's career has something to do with life events that have direct influence in career determination. This may include four factors: (1) genetic endowments and special abilities; (2) environmental conditions and events; (3) learning experiences; and (4) task approach skills which include the desirable and undesirable experiences of individuals. Another offshoot of Bandura's theory is a relatively new theory called the Social Cognitive Career Theory. From activities an individual does comes his/her interest. However, his/her interest fail to flourish when there is weak or negative outcome that results from the activity.



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On the other hand, activities that produce satisfying results are valued and sustained through the individual's involvement in such activities. All the aforementioned theories combine significant points as to how individuals acquire knowledge and interest in choosing a career. Holland's typology may be specific to some individuals while to some, it could be Krumboltz's or even Bandura's. One thing though is very clear. There are factors affecting an individual in choosing a career that will lead one's occupation. Considering the nature of this research, John Holland's typology comes closest. Based on the belief that individual personalities guide one's selection of educational and occupational environments.

Furthermore, vocational interests could be viewed as a direct expression of one's personality. Hence, the chief theoretical framework for this study is Holland's typology on career theory.



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Figure 1. Research Paradigm

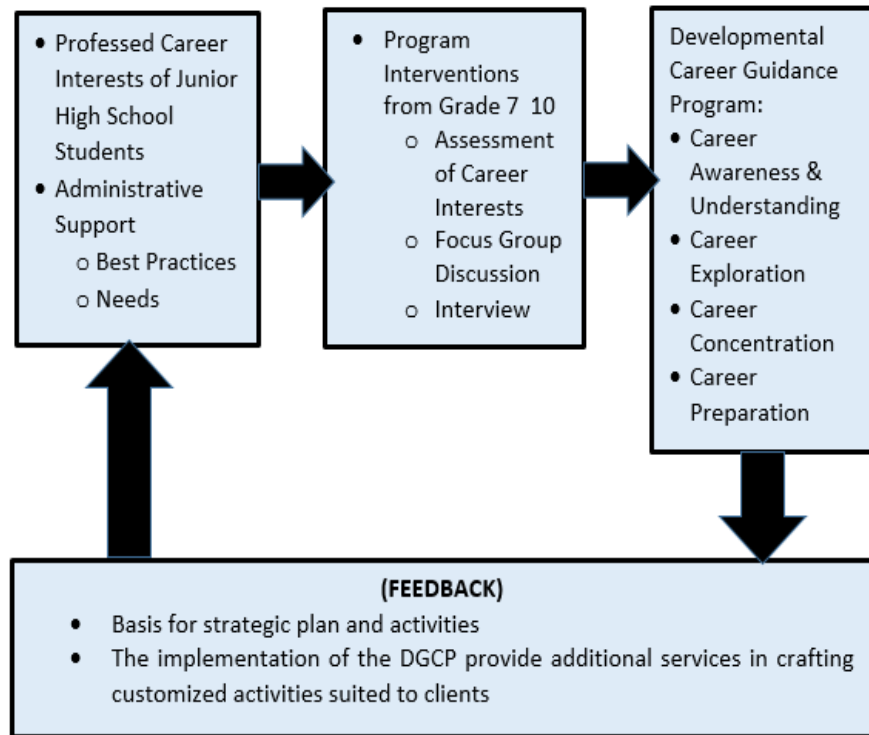


Figure 1 discusses how the study is operationalized. It utilizes the IPO model. The study gathered the students' professed career interests and administrators' support in implementing career guidance practices. The support extended is in the form of the administrators' best practices. Relevant to the formulation of a developmental career guidance program are the necessary needs to come up with such. The professed career interests of the students are processed and deduced by way of the different intervention programs throughout grade levels. The administrators' support, best practices and needs are deduced through



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focus group discussion and interview. This yielded a developmental career guidance program for junior high school students which varies in theme as it progresses in each grade level.

1.5 Scope and Delimitation of the Study

The prime objective of this study is to craft a functional developmental career guidance program for Junior High School students to develop and sustain the consistency of students' career interest before immersing in the Senior High School. The researcher included Grade 10 secondary school students in the Province of Isabela as respondents. Since the expected population of Grade 10 students of the province is so astronomical, respondents are therefore divided into strata. Respondents are then selected randomly. The strata constitute the four congressional districts of Isabela. 59 secondary schools are selected from the four congressional districts. From the 59 schools, there are estimated 7,880 Grade 10 students. From this population, a sample proportion of 394 students was selected. However, due to security reasons, some schools are no longer included, because they are either remotely situated or seated along military conflicts. Out of the 59 respondent-schools, 43 remain which eventually participated in the study. The number of schools may be reduced but the number of individual respondents was retained. However, the Center for Educational Measurement, Inc. (CEM) has



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given the researcher a free CEM Interest Profiler for one (1) Grade 10 respondent, counting the total student respondents at 395.

1.6 Research Problems and Assumptions

Research Problems

The study aims to establish a functional developmental career guidance program for selected secondary schools of Isabela. Specifically, the study aims to answer the following questions:

1. What are the dominant career interests of selected Junior High School students?
2. What are the career guidance best practices observed by school administrators and counselors?
3. What administrative support is necessary to address the need to implement a developmental career guidance program?
4. What developmental career guidance program can be crafted to address the career developmental needs of the Junior High School students?

Assumptions

1. The program interventions applied all throughout the grade levels help determine the desired career interest for each student before immersing in the Senior High School.



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2. The program interventions applied all throughout the different grade levels help determine the consistency of students' aptitude before immersing in the Senior High School.
3. The regular monitoring on students' aptitude led school administrators to assess the most feasible track their school can offer in the Senior High School.

1.7 Definition of Terms

For a clearer understanding of the study, the following terms are hereby operationally defined:

Academic Track. It refers to the different academic areas which will be offered in the Senior High School Program. It could be any of the following strands: Accountancy and Business Management (ABM), Humanities and-Social Sciences (HUMSS), and Science-Technology-Engineering and Mathematics (STEM).

Accountancy, Business, and Management Strand (ABM). It refers to the strand under the Academic Track that focuses on the basic concepts of financial management, business management, and corporate operations.

Arts and Design Track. It refers to the non-academic track offered in the Senior High School Course that basically focuses on disciplines tackling arts and designs.



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Career Interest. In the study, the term refers to the intended field of profession of a student.

Developmental Career Guidance Program. In the study, it refers to the graded program to assist students to consistently develop and enrich their potentials and inclinations to their chosen career. The program starts in Grade 7 and its completion can be seen in Grade 10.

Guidance Counselors. In the study, this may be referred to as individuals who are employed by the school and who are actually professionals and licensed persons to conduct guidance and counselling activities in the school.

Humanities and Social Sciences Strand (HUMSS). It refers to the strand under the Academic Track that tackles different social sciences-related courses.

Interest Test. A kind of test whether standardized or not designed to predict or project a student's interest on specific occupational skills.

Junior High School Students. This refers to students who are currently enrolled from Grades 7 to 10 in the secondary schools.

K to 12 Law. This is the simplified term for the Enhanced Basic Education Act of 2013 which added 2 more years of schooling in the secondary under the basic education.



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Local Business Industry. In this study, this is referred to as business operators regardless of business orientation, which are operating within the locality.

Science and Technology, Engineering, and Mathematics Strand (STEM). It refers to the strand under the Academic Track that focuses on intertwined disciplines in Science, Engineering and Mathematics. It specifically fosters inquiring minds, logical reasoning, and collaboration skills.

Senior High School Students. This refers to students who are currently enrolled from Grades 11 and 12 in the secondary schools.

Sports Track. It refers to the non-academic track in the Senior High School Program that specifically deals on sports discipline.

Technical-Vocational and Livelihood Track. This refers to a separate track offered in the Senior High School Program addressing senior high school students who prefer enrolling livelihood courses.



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CHAPTER 2

METHODS

To provide a complete description of the methodologies used in this study, this chapter is divided into sections: (1) research design, (2) sampling and participants, (description of the site), (3) instruments, (4) data gathering procedure, (5) data analysis, and (6) ethical considerations observed in the study.

2.1 Research Design

Grade 10 students were involved with all three instruments employed to them. Quantitative and Qualitative (Case Study) methods were also used.

Quantitative method is utilized to determine the dominant career interests of the Grade 10 students and the best practices of the school administrators. According to Baxter and Jack (2008), a qualitative case study method provides tools for researchers to study complex phenomena within their context. If this type of research method is properly applied, it can be valuable in the development of a theory, an evaluation of a program, and development of interventions. In the conducted study data collected through the qualitative method were the career guidance best practices, perceptions, and policies of the school administrators and guidance counselors in the current career guidance program setup in their respective schools. The data was drawn through the use of Focus Group



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Discussion and by the use of the Interview Guide. In this case, the significance of the results obtained through the different research instruments with regards to the students' career interests and the necessary and appropriate interventions to meet these interests. The interventions are a basic component of the developmental career guidance program which is a product of this endeavor.

2.2 Sampling and Participants

Isabela Province is composed of four congressional areas. Area 1 is comprised of 9 municipalities. Area 2 has a share of 11 municipalities. On the other hand, Area 3 and 4 have 7 towns apiece. All in all, the whole province has 197 secondary schools, public and private schools combined that are Grade 10 providers.

Initially, the multi-stage sampling is utilized. 30 percent of the 197 junior high school providers in the province are selected. Therefore, 59 respondent-schools are included. The Slovin's formula is then used to determine the actual number of respondents that will be included in the study out of the 59 schools considering a 5 percent margin of error. Eventually, the computation yielded 380 respondents. However, a sample proportion is needed so that each of the four congressional districts of the province will have an equal chance of sampling considering the 380 respondents. Using the formula for sample proportion, each congressional district has a five percent share. The stratified random sampling is



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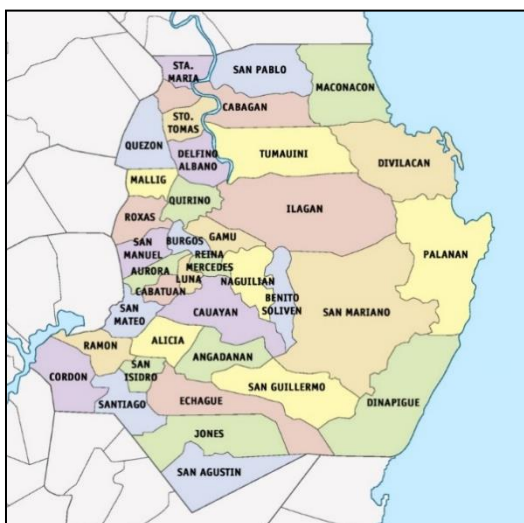
then used at this stage. All in all, there are 395 respondents that were included in the study.

Respondents-schools with their corresponding student-respondents are shown in the next table. The specific schools with their corresponding number of respondents is shown in Appendix R.

Table 1. The Respondents Sample Size per Congressional District

Congressional District	Sample Size
Area 1	82
Area 2	122
Area 3	88
Area 4	103
Total	395

Figure 2. Map of the Research Locale





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The research locale is exhibited in the above figure. It shows the different municipalities that comprise the Province of Isabela. The province is divided into four congressional districts.

2.3 Instruments

The study made use of the following instruments:

(1) Professed Interest Inventory-RIASEC by Dr. Imelda Villar (2009)

The preferred occupational environments matched with the individual's personal orientations. The clusters are: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. John Holland's original Professed Interest Inventory is localized by Dr. Imelda Virginia G. Villar. Characteristics of each orientation are clearly defined in the tabular presentation below:

Table 2. Villar's Professed Interest Inventory Interpretation

Personal Styles	Themes	Occupational Environments
May lack social skills; prefers concrete vs. abstract work tasks; may seem frank, materialistic and inflexible; usually has mechanical abilities	Realistic (R)	Skilled trades such as plumber, electrician, machine operator, technician skills such as airplane mechanic, mechanic, photographer, draftsman and other service occupations



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Table 2 cont.

Very task oriented; is interested in Mathematics and Science; may be described as independent, analytical, intellectual; may be	Investigative (I)	Scientific such as chemist, physicist, doctors, mathematicians; laboratory technicians, computer programmers and electronics workers
Prefers self-expression through the arts; may be described as imaginative, introspective and independent; values aesthetics and creation of arts forms	Artistic (A)	Artistic such as sculptor, artist, fashion designer; musical in a music teacher, orchestra leader, musician; literary editor, writer, critic
Performs social interaction and has good communication skills; is concerned with social problems and is community service oriented; has interest in educational activities	Social (S)	Educational as a teacher, educational administrator and college professor; social welfare such as social worker, sociologist, rehabilitation counselor and professional nurse, policeman Managerial such as personnel, production and sales manager; various sales positions such as insurance, real estate and car sales person
Prefers leadership roles; may be described as domineering, ambitious and persuasive; makes use of good verbal skills	Enterprising (E)	
May be described as practical, well-controlled, sociable, and rather conservative; prefers structured tasks	Conventional (C)	Office and clerical worker such as timekeeper, clerk, teller, accountant, keypunch operator, secretary,



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Table 2 cont.

such as systematizing
and manipulation of data
and word processing

bookkeeper,
receptionists, and credit
manager

(2) National Career Assessment Examination (NCAE)

This instrument yields the students’ career assessment ratings. These results may tell something about the students’ academic strengths which most likely tell of their interests academically. In this study, the first four highest results from the students’ NCAE are recorded. Results vary from tracks which constitute the academic strand such as: Humanities and Social Sciences (HUMSS); Science, Technology, Engineering and Mathematics (STEM); Accountancy and Business Management (ABM). Technical and Vocational Strand (TVL), Sports Track, and Arts and Design Track.

(3) Center for Educational Measurement (CEM) Interest Profiler

The CEM Profiler measures an individual’s level of interest in different occupational groups. Interest scores are represented in multicolored bar graphs. The scores are grouped into Interest Categories that describe whether the level of interest as Not Interested (NI); Little Interested (LI); Interested (I); Very Interested (VI). This



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instrument is a standardized test containing 115 items which are to be answered in 45 minutes.

(4) Focus Group Discussion Interview Guide

This is an interview which aims to secure thoughts and ideas from the students and administrators. These responses are shown in Appendix S. Students' inputs are then used to validate whether the results from the other tools used are consistent with what they actually feel and say during the discussion. The FGD shows the career interests of each respondent dating back their Grade 7 level to the present. For the administrators' group, they are asked as to what administrative support do they wish to conduct or are already practicing to further enhance the school's career guidance program.

2.4 Data Gathering Procedures

The study makes use of the following data gathering procedures in securing the necessary information:

(1) Questionnaires

The Professed Interest Test and CEM interest profiler were in the form of questionnaires. The students were requested to answer the questions indicated in each of the instrument. The students took about twenty minutes in completing the professed interest inventory by Dr. Villar. The



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CEM interest profiler was administered in two testing areas. The first venue was done at JET Montessori School of Ramon, Incorporated, Ramon, Isabela. The venue catered respondents coming from Area 3 and Area 4. Additionally, La Salette of Roxas, Incorporated in Roxas, Isabela was the second testing venue. The school welcomed respondents from Area 1 and Area 2. The CEM interest profiler was good for one hour including the preliminary activities. The professed interest inventory is a non-standardized test and was employed by the researcher upon requesting permission from the author. However, the CEM interest profiler is a standardized one and only the authorized psychometrician has administered the test. The regional testing coordinator of the CEM, Ms. Rosalia C. Delos Santos and Ms. Kimberlyn Alpha A. Lee took care of the test administration.

(2) Focus Group Discussion

This data gathering procedure was employed to all student respondents to know the consistency of their Grade 10 career interest. The answers of the students were matched with the results of the three instruments employed. The students' answers were noted down through audio recordings;



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(3) Interview Guide

The interview guide includes set of semi-structured questions used in focus group discussion among respondents. It was also conducted to administrators and counselors to know the career guidance program support systems in place. Through this data gathering procedure, the career guidance needs were also taken down. The interview guide is shown in Appendix M.

2.5 Data Analysis

The researcher tested the respondents, gathered data from instruments employed and analyzed them using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics is used. Specifically, frequency and percent are determined. Thematic approach was employed in the qualitative aspect of the study. Eventually, emerging themes are deduced out of the respondents' responses.

2.6 Role of the Researcher

The researcher played the role of a data collector. He presented the rationale of conducting the study and its possible significance to students if an existing program is in place. With the aid of several tools, coupled with a focus group discussion for both the students and administrators, it paved the way to



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clearer understanding of the necessary developmental career guidance program for the junior high school students of the province.

2.7 Validation Method

A reliability test was administered to check the trustworthiness of the three tools used. Dr. Imelda Virginia Villar's professed interest inventory received .482. The NCAE and CEM results yielded a Cronbach Alpha of .850 apiece. This means that the NCAE and CEM coefficients are reliable. NCAE and CEM tests should be given more emphasis in the determination of students' career interests than the professed interest inventory. After crafting the needed developmental career guidance program for junior high school students, it was evaluated by selected guidance counselors. The chosen guidance counselors are guidance practitioners. Two of whom are registered psychometricians too. The evaluation of which revealed that the program is applicable having received a rating of highly satisfactory. The result of the validation done by the guidance counselors is shown in Appendix T. Furthermore, the entire research output has also gone through the authenticity testing using Turnitin's software. The entire paper yielded a similarity report of six percent which means that six percent of the entire paper is similar to sources from either internet sources, publications, or student papers previously published. See Appendix Q for details.



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2.8 Ethical Considerations

Confidentiality of respondents' identity and test results were observed at the highest degree. Protocols were all observed before the formal test administration to all selected respondents. Memoranda of agreement were also duly accomplished by the researcher and all related parties. Consent forms were also given and signed by all parents of respondents. This was done for several reasons. First, due to the reason that students were transported from their hometowns to the designated testing venues. Second, that the students have voluntarily submitted themselves as respondents of the test material administered. Proper citations of instruments used were also employed.



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CHAPTER 3

RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of the data collected from the respondents through survey questionnaire, focus group discussion, and interview. Quantitative data are presented in tabular and graphic forms while qualitative data are presented as verbatim answers to guide questions. The qualitative data which was gathered through the utilization of the interview guide was also shown in thematic presentation. Themes were drawn out of the respondents' responses.

3.1 Results

The study aims to establish a functional developmental career guidance program for Junior High Schools of Isabela. Specifically, the study aims to answer the following topics:

1. Dominant career interests of selected Junior High School students

Using the instrument of Dr. Villar, the professed interest inventory, the following results are evident:



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Table 3. Frequency distribution and percentage equivalent of the professed career interest of the respondents

	Frequency	Percent	Rank
REALISTIC	112	28.35	1
SOCIAL	75	18.99	2
INVESTIGATIVE	71	17.97	3
CONVENTIONAL	61	15.44	4
ARTISTIC	48	12.15	5
ENTERPRISING	28	7.09	6
Total	395	100	

The table shows that out of the 395 respondents who participated in the study, 28.35% of whom came out to be realistic. These are the students who have mechanical abilities. It is followed by students who are social at 18.99%. These respondents are known for their interpersonal skills. Closely following the social group are respondents from the investigative group at 17.97%. This group is most likely the individuals who will become members of the medical field. The conventional and artistic group come right after at 12.15% and 7.09% respectively. From the respondents, the enterprising group came out last at 7.10%. These individuals tend to possess managerial skills and abilities. The presentation above is actually a product of John L. Holland's research (1997). He theorized on Vocational Personalities and Work Environments. That these two facets actually are related. His theory has been influenced by his mentor Darley (1941). Darley



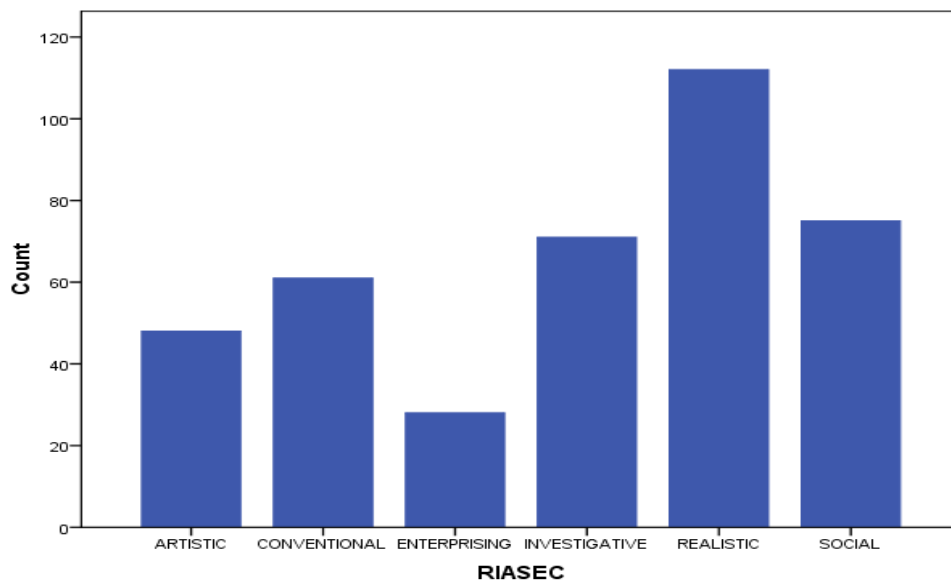
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states in his research, *Clinical Aspects and Interpretation of the Strong Vocational Interest*, that interests are expressions of personality. Furthermore, the study entitled, *Meta-Analyses of Big Six and Big Five Personality Factors* of Larson, et al. (2002) says that Holland's hexagon is the icon for an integrative theory that describes persons and environment and the interaction of the two facets. It eventually explains that the choice of a vocation is an expression of one's personality. The tabular presentation above is therefore, the respondents' career interest as an expression of their personality.

For additional perspective, a graphical presentation is also shown.

Figure 3. Graphical presentation showing the results of Villar's professed interest inventory (RIASEC)



Considering the first instrument, the most dominant career path of selected Junior High School students of the province of Isabela are the interests that fall



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under the realistic group. From Villar's (2009) interpretation, this interest falls under the occupational environments like skilled trades such as plumber, electrician, machine operator; technician skills such as airplane mechanic, mechanic, photographer, draftsman, engineer and other service occupations. These individuals usually possess mechanical abilities. Most likely, these respondents may enroll in the Science, Technology, Engineering, and Mathematics (STEM) Track. Almost identical in frequency are the social and investigative group. Occupational environments intended for the social group are as follows: teacher, educational administrator, professor, social worker, sociologist, counselor, professional nurse, and policeman. These individuals are known for their interpersonal and communication skills and are community service oriented. A great chance that these students will enroll under the Humanities and Social Sciences (HUMSS) Track. The investigative group may thrive in environments occupied by a chemist, physicist, mathematician, laboratory technician, programmer, electronics worker, and doctor. These people endeavor in Science and Mathematics and tend to be very analytical but reserved. STEM track is the applicable track for these individuals. The conventional group are people who are practical, well-controlled, sociable but conservative. They could be represented by clerical workers such as, timekeeper, clerk, teller, accountant, secretary, bookkeeper, and receptionist. These individuals are likely



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to enroll in the Accountancy, Business, and Management (ABM) Strand. The fifth in rank are the artistic group. Persons who belong in this strata are individuals who prefer self-expression through arts. They can be described as imaginative, introspective, and independent and value aesthetics and creation of art forms. They can be represented by artist, sculptor, fashion designer, music teacher, musician, writer, and literary editor. People like these are to perform excellently in the Arts and Design Track. Finally, the enterprising group who basically ventures in leadership and persuasive roles and often use their good verbal skills. They are the production and sales managers, people who are in sales positions such as insurance and real estate and car sales. Persons included in this group are likely to enroll in the TVL Track.

The second instrument used is the National Career Assessment Examination (NCAE) results which the students garnered when they were in their Grade 9 level. It is a standardized test employed annually by the Department of Education to all Grade 9 students all over the country. Results are shown as to the specific track the student will perform best. The following tables show the first four priority tracks of the students.



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Table 4. The National Career Assessment Examination (NCAE) first priority of the respondents

	Frequency	Percent	Rank
HUMSS	85	21.51	1
ABM	83	21.01	2
SPORTS TRACK	75	18.99	3
STEM	55	13.92	4
TVL	50	12.66	5
ARTS & DESIGN	47	11.90	6
Total	395	100	

On the tabular presentations above, NCAE results show that the most dominant among the track that ranked highest in the respondents' exam is the Humanities and Social Sciences Strand of the academic track. There are 85 out of 395 or 21.51% respondents who got HUMSS as their highest in their NCAE. It is closely followed by respondents who got highest in Accountancy and Business Management (ABM). There are 83 out 395 or 21.01% of the sample population. The ABM strand is under the academic track. Surprisingly, there are 75 respondents out of 395 who hit the Sports track as their highest in their NCAE. The number sums up 18.99% of the population. Out of the three strands of the academic track, Science, Technology, Engineering, and Mathematics (STEM) ranked the least at 13.92% or 55 out of 395 respondents. TVL and Arts and Design tracks ranked 5th and 6th respectively garnering 12.66% and 11.90%.



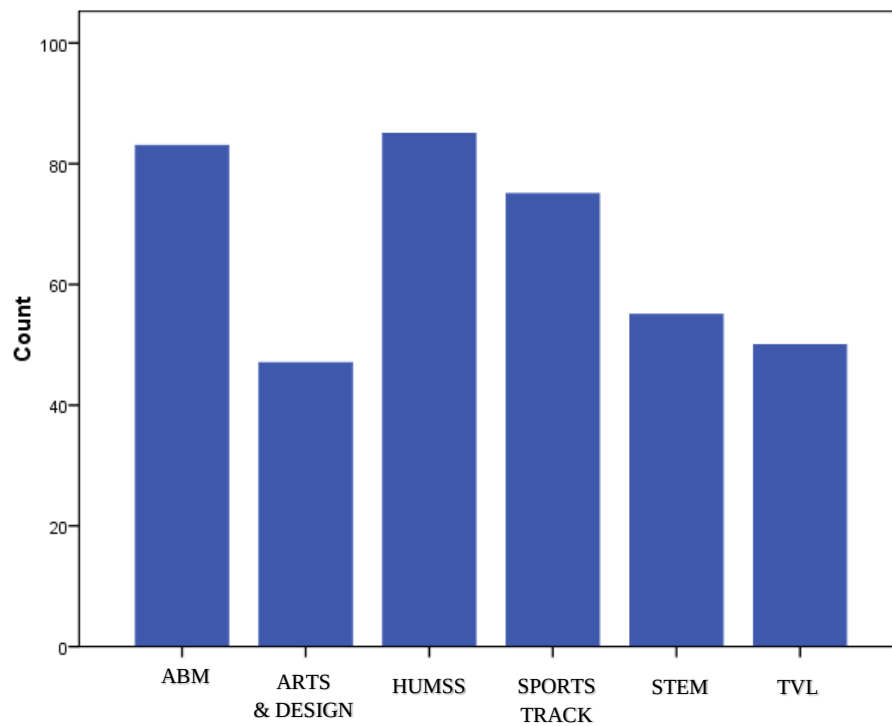
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From the identified tracks which the respondents got the highest in their NCAE, it is notable to know that the most dominant strand is Humanities and Social Sciences (HUMSS) under the academic track.

Examination (NCAE) in graphical presentation is also shown for clearer view of the results yielded by the NCAE first priority.

Figure 4. The first priority results in the National Career Assessment Examination in graphical presentation





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Table 5 The National Career Assessment Examination (NCAE) second priority of the respondents.

	Frequency	Percent	Rank
HUMSS	91	23.04	1
STEM	87	22.03	2
TVL	70	17.72	3
ABM	69	17.47	4
SPORTS TRACK	40	10.13	5
ARTS & DESIGN	38	9.62	6
Total	395	100	

The table presented is the respondents' second highest track as a result of their National Career Assessment Examination (NCAE). The results show that the Humanities and Social Sciences Strand ranked first garnering 23.04% or 91 out of the 395 respondents. Followed by the Science, Technology, Engineering and Mathematics Strand at 22.03% or 87 respondents. Both strands are under the academic track. Technical-Vocational track came in at third place with 17.72% or 70 of the 395 respondents. It is closely tailed by the remaining strand under the academic track, Accountancy, Business and Management Strand taking a share of 17.47% or 69 respondents. Ranked 5th and 6th are the Sports and Arts and Design Tracks covering 10.13% and 9.62% or 40 and 38 respondents consecutively.

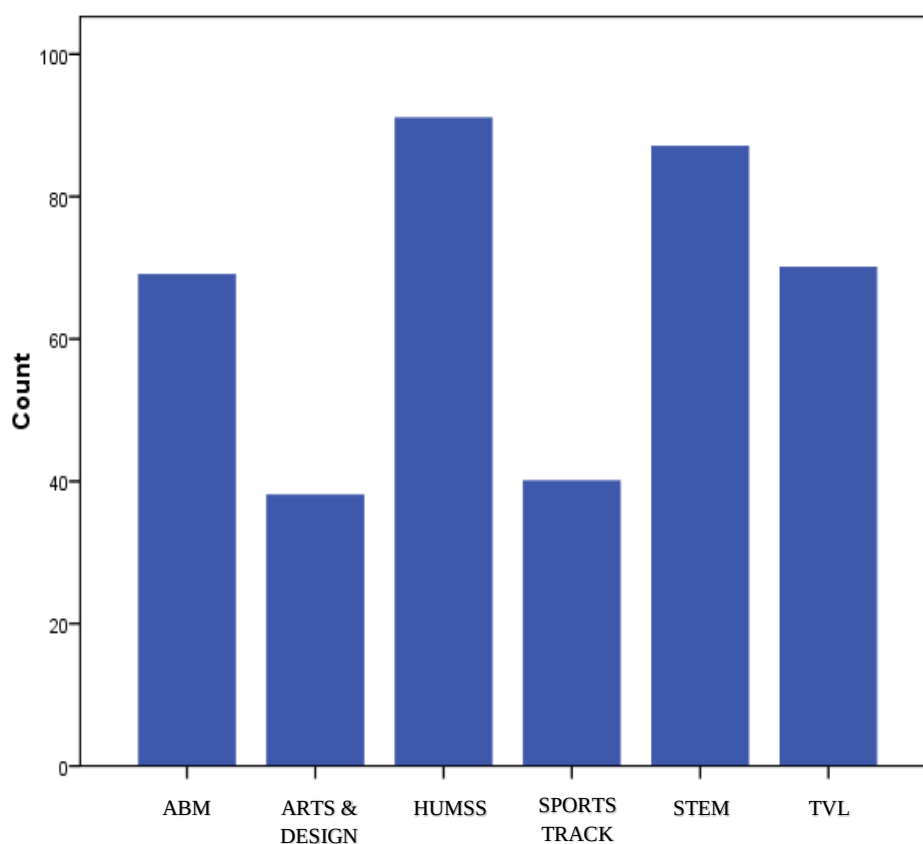


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For a clearer understanding of the shown data in the previous page, a graphical presentation is also presented in the next figure.

Figure 5. The second priority results in National Career Assessment Examination (NCAE) in graphical presentation





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Table 6 Result of the National Career Assessment Examination (NCAE) third priority of the respondents.

	Frequency	Percent	Rank
STEM	84	21.27	1
HUMSS	80	20.25	2
TVL	71	17.97	3
ABM	63	15.95	4
SPORTS TRACK	49	12.41	5
ARTS & DESIGN	48	12.15	6
Total	395	100	

The table presented contains the respondents' third highest track as a result of their National Career Assessment Examination (NCAE). Science, Technology, Engineering and Mathematics strand takes the biggest share garnering 21.27% or 84 of the 395 respondents. It is closely followed by the Humanities and Social Sciences strand with 20.25% or 80 respondents. Both strands are under the academic track. At third is the Technical-Vocational Track with 17.97% or respondents reaching 71. Fourth is the Accountancy, Business and Management strand taking a share of 15.95% or 63 among the respondents. It is under the academic track. Fifth and sixth spots are the Sports and Arts and Design Tracks having 12.41% or 49 respondents and 12.15% or 48 respondents respectively.

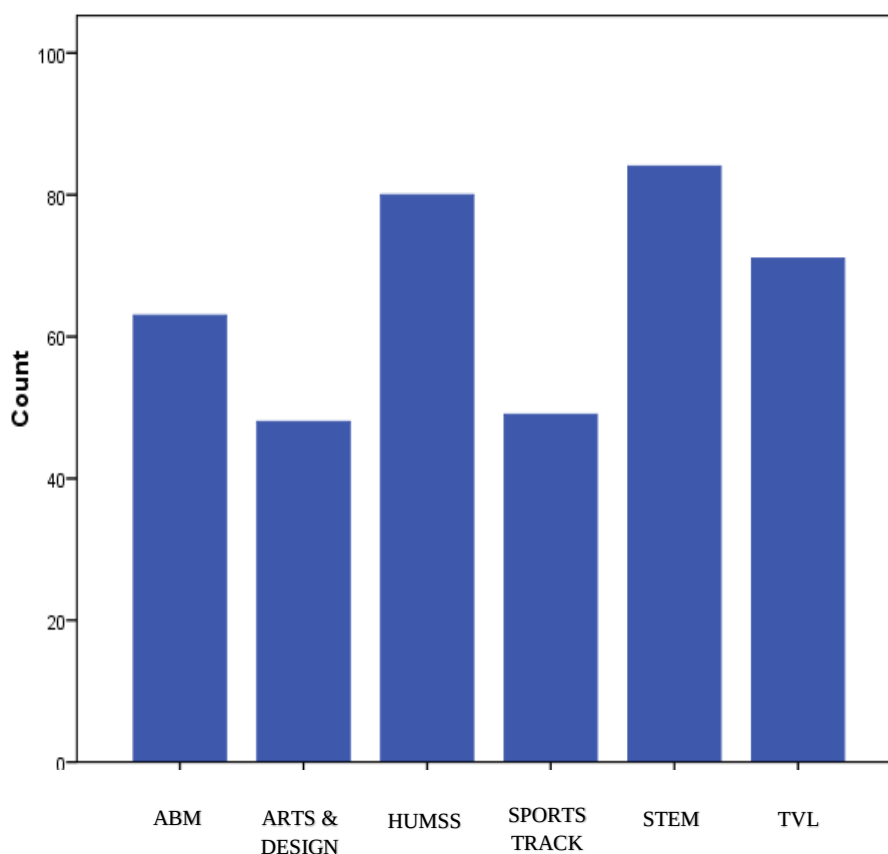


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A graphical presentation is shown to augment understanding of the data presented in table 6.

Figure 6. The third priority results in National Career Assessment Examination (NCAE) in graphical presentation





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Table 7 Result of the National Career Assessment Examination (NCAE) fourth priority of the respondents.

	Frequency	Percent	Rank
ARTS & DESIGN	80	20.25	1.5
TVL	80	20.25	1.5
ABM	69	17.47	3
HUMSS	65	16.46	4
STEM	61	15.44	5
SPORTS TRACK	40	10.13	6
Total	395	100	

The table presented shows the respondents' fourth highest track as a result of their National Career Assessment Examination (NCAE). Sharing the top spot are the Technical-Vocational and Arts and Design tracks with both having 20.25% or 80 respondents each track. At second place is the Accountancy, Business, and Management strand (ABM) with 17.47% or 69 respondents. Third spot is occupied by the Humanities and Social Sciences strand with 16.46% or 65 respondents. Fourth spot is the Science, Technology, Engineering and Mathematics strand with 15.44% or 61 respondents. All three strands fall under the academic track. Last spot is the Sports Track garnering 10.13% or 40 respondents.

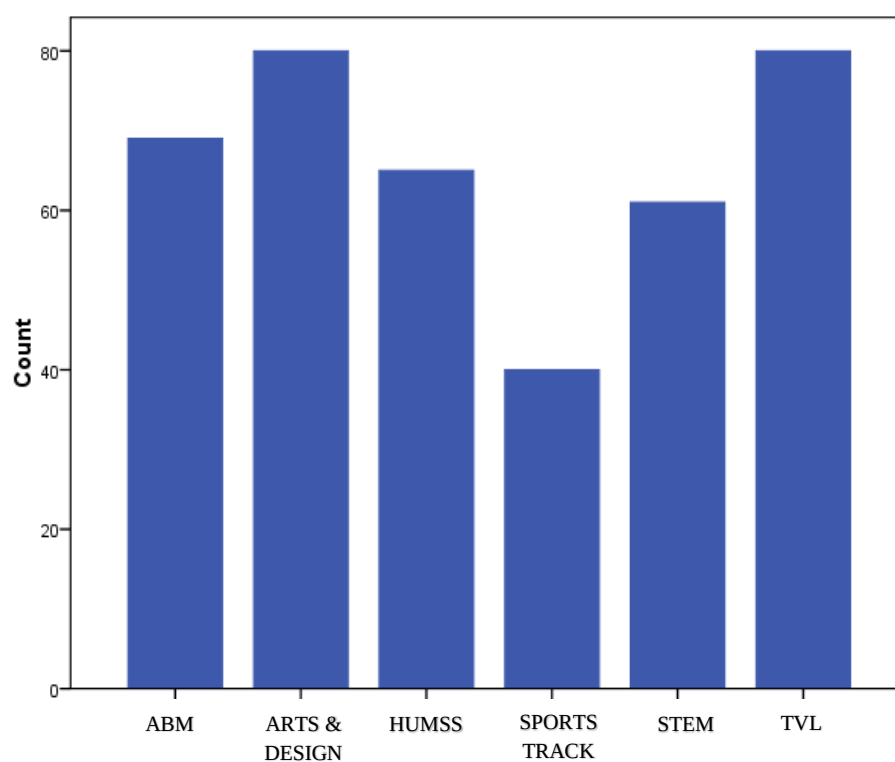


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Another bar graph is shown to show a clearer view of the tabular presentation about the fourth priority results in the NCAE of the respondents.

Figure 7. The fourth priority results in National Career Assessment Examination (NCAE) in graphical presentation



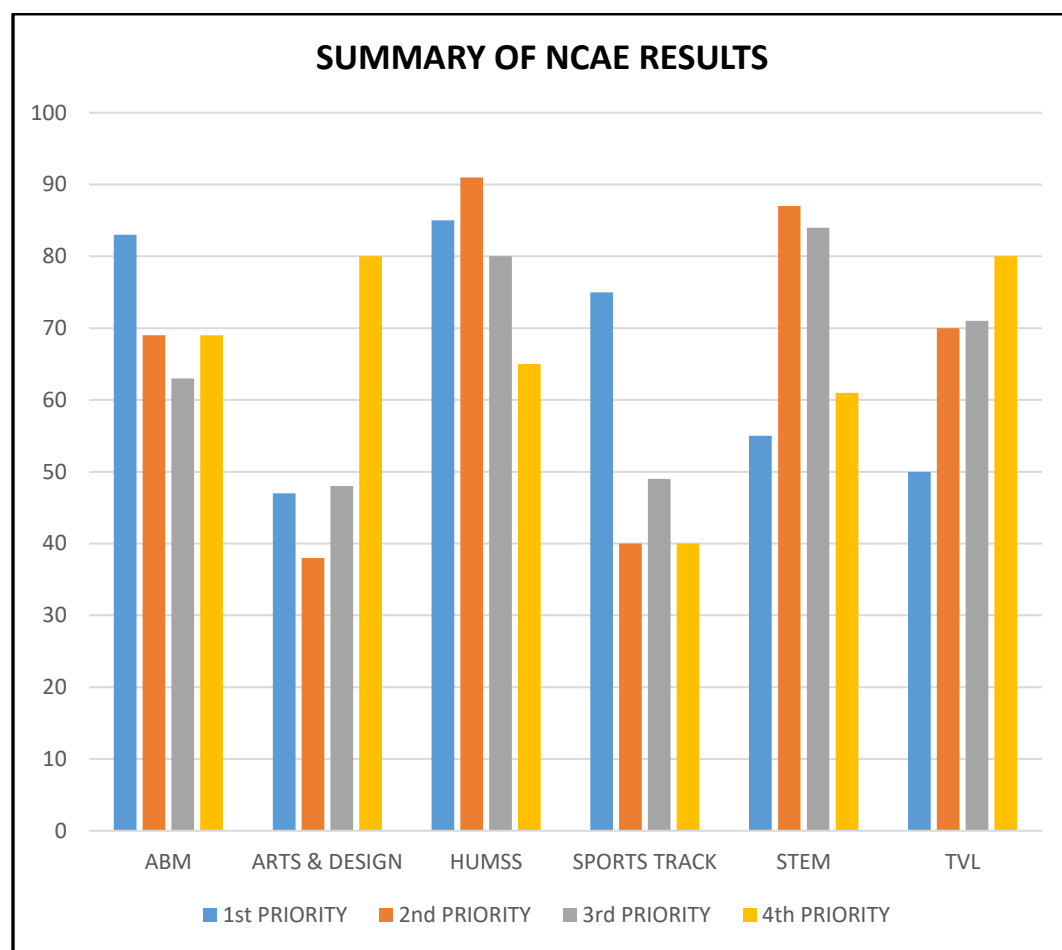
Considering all the tabular and graphical presentations from all top four National Career Assessment Examination (NCAE) results, the next table show the summary.



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Figure 8. The National Career Assessment Examination results



Using the graph in giving answer to the first statement of the problem, the most dominant track that the junior high school students tend to enroll in the Senior High School Program is the academic track. Specifically, respondents' NCAE results show that most of them are good or are interested in the HUMSS



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courses. At the second spot is the STEM strand. Interestingly, the first instrument used which is Villar's professed interest inventory, STEM and HUMSS strands are ranked first and second respectively.

The third instrument administered to the respondents is the CEM's Interest Profiler. The profiler is another standardized test to secure respondents' level of interest in different occupational groups. Interest scores are represented in multicolored bar graphs. The scores are grouped into Interest Categories that describe whether the level of interest as Not Interested (NI), Little Interested (LI), Interested (I), Very Interested (VI). This instrument is a standardized test containing 115 items which are to be answered in 45 minutes. The respondents took more than an hour in completing the test including all preliminary activities.

The next table shows the summary of respondents' interest with the CEM's interest profiler as the basis.



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Table 8 Summary of the career interest in different academic strands
different occupational groups.

OCCUPATIONAL INTERESTS	TRACK										
	ACADEMIC				ARTS & DESIGN				TVL		
	Strand				Strand				Strand		
	ABM	HUMSS	STEM	TVL-MARITIME	APPLIED ARTS	MEDIA ARTS	PERFORMING ARTS	VISUAL ARTS	HOME ECONOMIC S	ICT	INDUSTRIAL ARTS
	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
1. Administrative and Financial Support Operations	33										
2. Applied Arts						19	1			15	
3. Business Management and Administration	17										
4. Computer Sciences and Technologies			45							2	
5. Health Care			100								
6. Health Sciences and Technologies			4								
7. Home Economics									51		
8. Mechanical and Electrical Properties											9
9. Performing Arts						2	35				
10. Public Safety and Wellness		21	12	3							
11. Research and Evaluation		1	1								
12. Social Services									1		
13. Visual Arts					1	1	1	20			

The table shows that most respondents have occupational interests that fall under the academic track. From these group of respondents, 100 of whom have interest in Health Care. Forty-five respondents have interest in Computer Sciences and Technologies. Both the Health Care and Computer Sciences and



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Technologies are under the STEM strand. Thirty-three fall under the Administrative and Financial Support Operations, which is under the ABM strand. On the other hand, thirty-six have results pertaining to interests in Public Safety and Wellness. Twenty-one out of the thirty-six respondents whose occupational interest is under the Public Safety and Wellness fall under the HUMSS strand while twelve respondents are under the STEM strand and the remaining three respondents are under the TVL track. Furthermore, there are seventeen respondents who has occupational interest in Business Management and Administration. This interest falls under the ABM strand. Four respondents have occupational interest in the Health Sciences and Technologies. This interest is under the STEM strand. Finally, there are two respondents who have occupational interest in Research and Evaluation. One from them falls under the HUMSS strand and the other in STEM strand. All in all, there are 237 respondents who turned out to have occupational interests under the academic track.

Progressing to the Arts and Design track presented in the table, there are twenty respondents who have occupational interest in Applied Arts. Nineteen of whom are under Media Arts and a respondent under Performing Arts Strand. Thirty-seven respondents have occupational interests in Performing Arts with thirty-five under the Performing Arts Strand and two under Media Arts strand.



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Lastly, there are twenty-three respondents with occupational interests in Applied Arts with twenty under the Visual Arts strand, one under Applied Arts, one Media Arts, and one Performing Arts strand. All the identified strands are under the Arts and Design track. The total of respondents whose occupational interests fall under this track is 80.

The last group covers the Technical-Vocational and Livelihood track. There are fifty-one respondents with occupational interests in Home Economics. The fifty-one respondents are all under the Home Economics strand. Fifteen respondents have occupational interests in Applied Arts and this is under the ICT strand. There are nine respondents who have occupational interest in Mechanical and Electrical Properties. This fall under the Industrial Arts strand. Two respondents have Computer Sciences and Technologies as their occupational interest. Both are under the ICT strand. Finally, there is one respondent who has occupational interest in Social Services which is under the Home Economics strand. The total number of respondents who are under the TVL Track is 78.

From the tabular presentation using the CEM interest profiler, it is very clear that the junior high school students of Isabela will most likely take the academic track when they will enter Senior High School. Particularly the STEM strand.

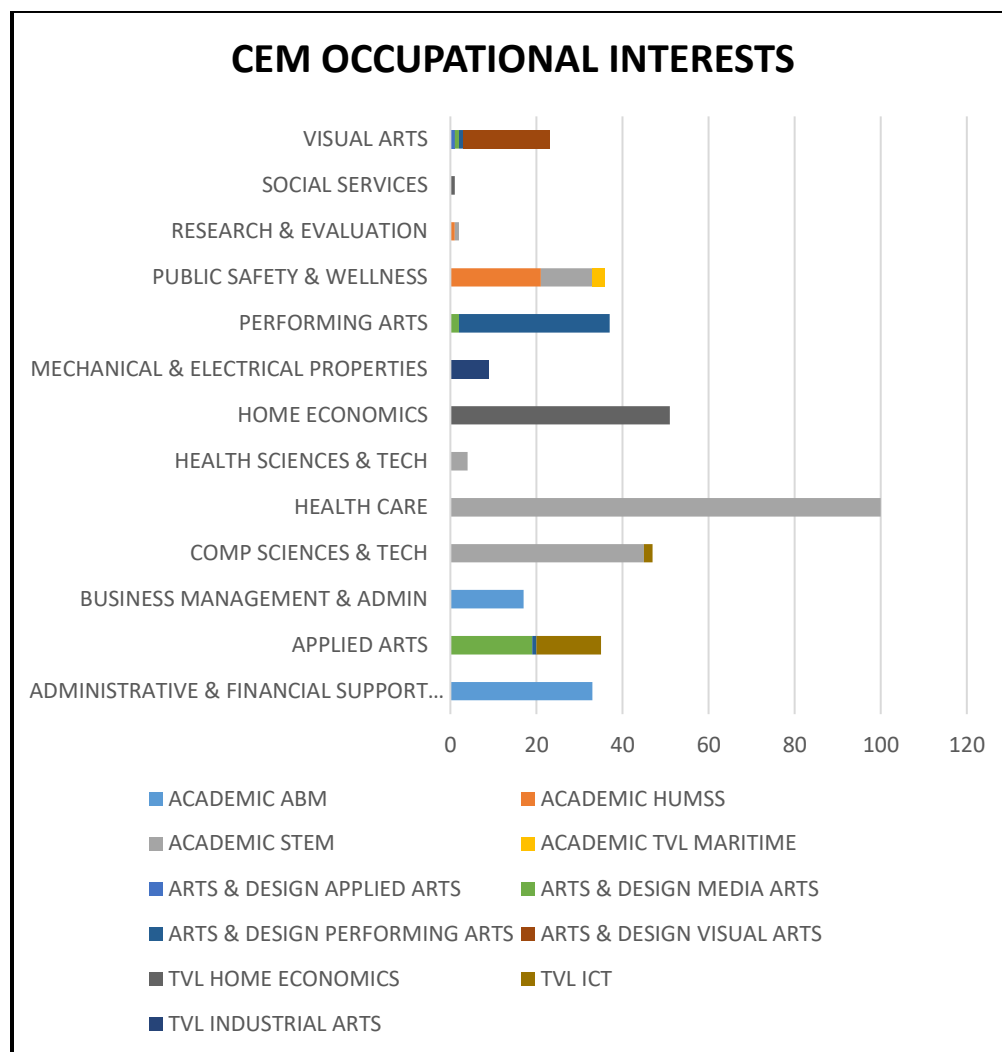


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For a clearer understanding of the tabular presentation results yielded by the CEM interest profiler, the next figure is hereby shown.

Figure 9. Summary of career interests of the respondents in different occupational groups





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The test data shown from the various instruments employed to the Grade 10 respondents has a very vital contribution in crafting a developmental career guidance program for junior high school students. The extracted results from each instrument can yield the current career inclinations of each student. Over the years if the specified instruments can yield constant results, then data drawn for each student is imperative in giving conclusions to the possible career path of every student. Without the instruments as a tool in assessing students' career interest, it will be very hard for every guidance counselor to know each student's career plans as they prosper in grade level in the junior high school. Sans the different instruments, there will be a deficit in suited interventions that can be included in crafting a developmental career guidance program. Additionally, the absence of a developmental career guidance instruments will likely make the choosing of careers very impossible on the part of the students. This conforms with the claim of Prediger (1995) that assessment through the different available forms provides focus to career exploration. Through the process, counselees (students) will develop insights about themselves and the world of work. Prediger (1995) also reiterates that test scores can be a success predictor for the students' occupational success in the future. This only proves that data from the tests administered in this study are but suggestive to the crafting of a developmental career guidance program. Furthermore, the thematic presentation of FGD results show that there is



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really a necessity in crafting a developmental career guidance program for the junior high school students. Data gathered through this instrument yield, that due to a very young age in Grade 7, the respondents manifest little awareness and understanding about their future careers. Similarly, in the later grade levels of the respondents, they still find confusion as to what career interests they will pursue due to too many options. Congruently, this instrument yields that parents also play a factor in choosing a career interest for their children. In terms of the data gathered through another FGD for school administrators and guidance counselors, obviously, there are best practices that are already observed, however, they are not enough to satisfy the benefits that can be received if career guidance is developmentally administered.

It is therefore conclusive, that data gathered through the different instruments of this study place a significant role in crafting a developmental career guidance program for junior high schools of the province.

Since the study uses a qualitative approach, FGD was employed to determine the consistency of the respondents' current career choices that match the results of the three instruments administered in this research. Through the administration of the FGD, the study can show a clearer picture of the right career path the respondents must pursue. The following tables show the career interest of the respondents from Grade 7 to their Grade 10 level.



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Table 9 Career interests in Grade 7 as revealed in the FGD

CAREER INTERESTS	FREQUENCY	PERCENT
Medicine	56	14.2
Teaching	50	12.7
Engineering	45	11.4
Military and Law Enforcement	35	8.9
Nursing	32	8.1
Accountancy	30	7.6
Flight Attendant	25	6.3
Culinary Arts	21	5.3
Aeronautics	15	3.8
Seaman	13	3.3
Business Management	13	3.3
Computers and Technology	9	2.3
Arts and Fashion	9	2.3
Architecture	8	2.0
Law	6	1.5
Veterinary Medicine	6	1.5
Pharmacy	5	1.3
Agriculture	4	1.0
Dentistry	4	1.0
Astronaut	2	.5
Spiritual Vocation	2	.5
Automotive Technology	1	.3
Media and Communication	1	.3
Medical Technology	1	.3
Rad Technology	1	.3
Scientist	1	.3
Total	395	100

From the table shown, the respondents' career interests during their Grade 7 level, exhibit interests under the academic track. Medicine (1) and Engineering (3) in particular are under the academic track specifically the STEM stand. Consider Teaching and Nursing, both are under the academic track and



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specifically covered by the HUMSS. Majority of the interests shown are very obvious that the students of the province still prefer to enroll in the academic track. Consider the respondents' career interests during their Grade 8 level. The data is shown through the table below.

Table 10 Career interests in Grade 8 as revealed in the FGD

CAREER INTERESTS	FREQUENCY	PERCENT
Engineering	62	15.7
Accountancy	58	14.7
Military and Law Enforcement	39	9.9
Medicine	35	8.9
Teaching	23	5.8
Nursing	21	5.3
Flight Attendant	21	5.3
Computers and Technology	18	4.6
Architecture	15	3.8
Arts and Fashion	15	3.8
Culinary Arts	14	3.5
Seaman	13	3.0
Business Management	12	2.8
Law	9	2.3
Agriculture	7	1.8
Pharmacy	6	1.5
Veterinary Medicine	5	1.3
Aeronautics	5	1.3
Bread and Pastry Making	4	1.0
Media and Communication	4	1.0
Dentistry	2	.5
Spiritual Vocation	2	.5
Medical Technology	2	.5
Automotive Technology	1	.3
Rad Technology	1	.3
Scientist	1	.3
Total	395	100



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The table shown is the respondents' career interest during their Grade 8 level. The results still exhibit career interests under the academic track. The STEM, ABM, and HUMSS strands share the greatest chunk of the respondent population. Progressing to the respondents' Grade 9 career interests, we consider the following tables below.

Table 11. Career interests in Grade 9 as revealed in the FGD

CAREER INTEREST	FREQUENCY	PERCENT
Accountancy	72	18.2
Engineering	70	17.7
Medicine	42	10.6
Military and Law Enforcement	29	7.4
Teaching	20	5.1
Computers and Technology	18	4.6
Nursing	17	4.3
Business Management	15	3.8
Culinary Arts	15	3.8
Architecture	12	3.0
Flight Attendant	12	3.0
Law	10	2.5
Arts and Fashion	9	2.3
Seaman	7	1.8
Media and Communication	7	1.8
Pharmacy	6	1.5
Agriculture	5	1.3
Medical Technology	5	1.3
Bread and Pastry Making	4	1.0
Dentistry	4	1.0
Veterinary Medicine	4	1.0
Tourism	3	.8
Aeronautics	2	.5
Optometry	2	.5
Fine Arts	1	.3



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Table 11 cont.

Automotive Technology	1	.3
Rad Technology	1	.3
Scientist	1	.3
Spiritual Vocation	1	.3
Total	395	100

As shown by the table, ABM and STEM strands take the biggest chunk of the respondents of the study. The first 3 interests in the graphical presentation already take the 46.70% of the total number of respondents. These three career interests fall under the academic track. Therefore, majority of the respondents' interests fall under the academic track when they are in the Grade 9 level.

Table 11 shows the respondents' career interest a year before enrolling in the senior high school program. The tabular presentation will show if the current interest of the respondents are parallel with the results exhibited by the three employed to them.

Table 12. Career interests in Grade 10 as revealed in the FGD

CAREER INTEREST	FREQUENCY	PERCENT
Engineering	78	19.7
Accountancy	66	16.7
Medicine	46	11.6
Military and Law Enforcement	26	6.6
Teaching	21	5.3
Business Management	16	4.3
Culinary Arts	15	3.8
Nursing	14	3.5



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Table 12 cont.

Flight Attendant	13	3.3
Comp and Tech	13	3.3
Architecture	11	2.8
Arts and Fashion	11	2.8
Seaman	10	2.5
Law	9	2.3
Media and Communication	6	1.6
Dentistry	6	1.6
Pharmacy	6	1.6
Agriculture	5	1.3
Veterinary Medicine	5	1.3
Bread and Pastry Making	4	1.0
Medical Technology	4	1.0
Aeronautics	2	.5
Optometry	2	.5
Spiritual Vocation	2	.5
Automotive Technology	1	.3
Rad Technology	1	.3
Tourism	1	.3
Scientist	1	.3
Total	395	100

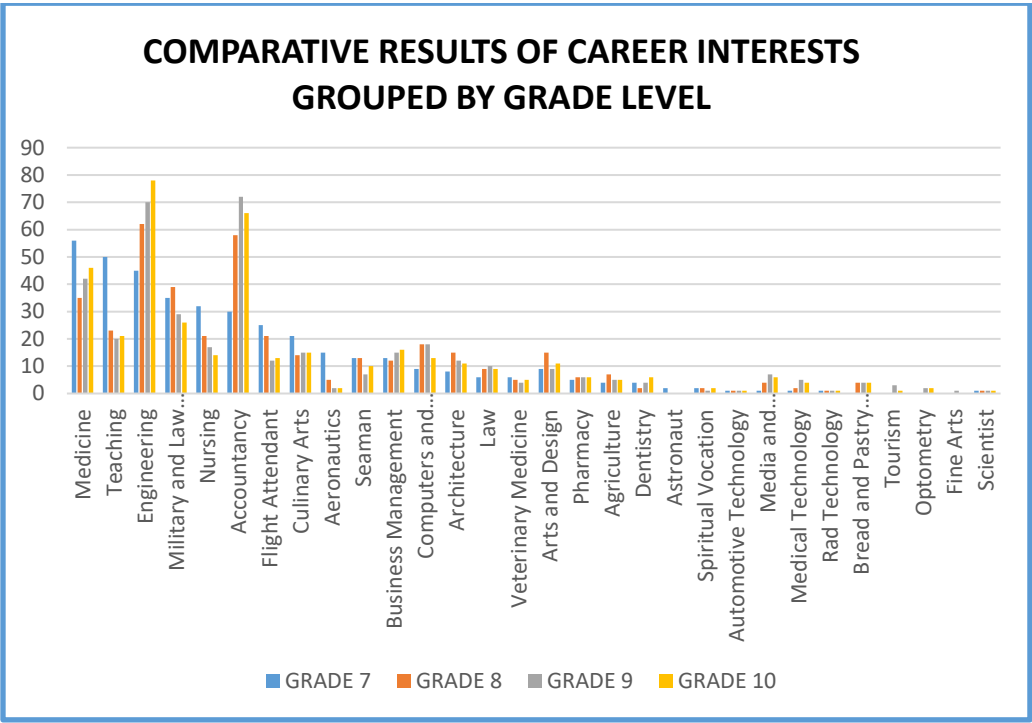
It is very evident that the tabular presentation of the respondents' current career interest fall under the Academic Track. From the 395 respondents, almost 32% fall under the STEM Strand (19.70% - Engineering; 11.60% - Medicine). It is highly likely that the majority of Grade 10 junior high school students of Isabela will enroll in the Academic Track upon reaching Senior High School.



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Figure 10. Comparative results of Career Interests of Students grouped by Grade Level



The graphical presentation shows the number of students on the different career interests ranging from Grade 7 to Grade 10. Engineering is very notable in the presentation because the trend has constantly increased from Grade 7 to Grade 10. Furthermore, the graph shows that most Grade 10 students of the province are decided to take up courses leading to Engineering, Accountancy, Medicine, Military and Law Enforcement, and Teaching among others. All of which fall under the academic track of the current educational curriculum. Having this



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presentation shown to school administrators and guidance counselors will give them a clearer perspective as to what tracks and specific strands are to be prepared before the junior high school students enroll in the Senior High School Program. Furthermore, in cases of senior high school providers which offer academic track, but concentrate on the general academic strand, will have the opportunity to lay preparations as to what electives can be offered to incoming senior high school students.

Moreover, before coming up with the students' preferred career choices in Grade 10, the respondents were asked interview questions that evoked pertinent answers that may factor the crafting of a developmental career guidance program. These responses emanated through the use of the interview guide instrument. Transcriptions of some of the respondents' answers are shown in the next table.

Table 13. Sample respondents' responses to the FGD interview guide

QUESTIONS	RESPONSES
1. What was your childhood dream job?	<i>"To become a doctor" (SR3)</i> <i>"To become a dentist" (SR10)</i> <i>"To become a pilot" (SR13)</i> <i>"Be a fashion designer" (SR45)</i> <i>"A great military officer" (SR48)</i> <i>"I want to be a flight attendant. " (SR89)</i> <i>"I want to be a good baker." (SR99)</i> <i>"I want to a chef." (SR106)</i>



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Table 13 cont.

- | | |
|---|---|
| <p>2. Did it continue to be your dream until today?</p> | <p><i>“No more because my dream before lasted when I was in my elementary.” (SR13)</i></p> <p><i>“No more because I was only a small child when I dreamed of it.” (SR22)</i></p> <p><i>“Yes. My inspiration is my father who is also an engineer.” (SR125)</i></p> <p><i>“Yes, because I really want to become an accountant like my Auntie.” (SR139)</i></p> |
| <p>3. Until when, that you dreamed of your dream job?
(For those who answered NO)</p> | <p><i>“When I was in Grade 5.” (SR36)</i></p> <p><i>“When I was 9 years old.” (SR42)</i></p> <p><i>“When I’m in Grade 6.” (SR86)</i></p> <p><i>“When I’m in Grade 4.” (SR 124)</i></p> <p><i>“When I was 10 years old.” (SR152)</i></p> |
| <p>4. Try to recall the career which you want to have when you are still in Grade 7. What was it?</p> | <p><i>“Ang naaalala ko po ay maging doctor.” (As I remember, I want to become a doctor -SR140)</i></p> <p><i>“Hindi ko po alam kasi hindi pa pumasok sa isip ko ang tungkol sa mga trabaho na gagawin ko balang araw.”</i>
<i>(Not yet because that time I do not think of any kind of work yet - SR156)</i></p> |



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Table 13 cont.

	<i>“Wala pa pong seryosong career ang inisip ko noon.” (I do not think of a serious career then - SR172)</i>
5. Did your parents tell you on what career to pursue in the future?	<i>“Opo Sir. Si Mama po ang may gustong maging business woman ako. Sa katunayan po ang gusto ko’y maging Accountant.” (Yes Sir. My mother was the one told me to become a business woman but in fact, I want to an accountant - SR 189)</i> <i>“No Sir because they respect what I want to get in college.” (SR193)</i> <i>“Yes Sir. Para matulungan daw nila akong ipasok kapag nag-retire na sila sa serbisyo.” (Yes Sir so that my parents can help me in my employment before retiring – (SR201)</i>
6. What about the career that you want when you’re in Grade 8?	<i>“Nagsimula pong mangarap ako na maging abogado.” (I started dreaming of becoming a lawyer - SR212)</i> <i>“Marami po akong gusto noong Grade 8 ako. Gusto ko pong maging Accountant, Pulis, at Teacher.” (When I was in Grade 8, I want to become an accountant, policeman, and teacher -SR222)</i> <i>“Ninais ko pong maging teacher kasi teacher po ang mother ko.” (I want to become a teacher because my mother is a teacher too - SR230)</i>
7. Did your career interest in Grade 8 continue until your Grade 9 level?	<i>“I learned to love Accountancy.” (SR276)</i> <i>“Yes. Since Grade 8, I have already decided to pursue engineering.” (SR282)</i>



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Table 13 cont.

- “Gusto ko pong maging pulis ngunit ang gusto ng mga magulang ko ay maging teacher po ako.” (I really want to become a policeman but my parents insist that I become a teacher - SR294)*
8. At present, what is your preferred career?
- “I want to be an engineer.” (SR299)*
- “I want to an accountant.” (SR301)*
- “I wish to become a doctor.” (SR303)*
- “I want to become a teacher.” (SR310)*
- “I plan to pursue a degree in Business Management.” (SR312)*
9. What about at present? Now that we have a new curriculum, what track will you enroll in the Senior High School Program?
- “Hindi ko pa po alam.” (I still do not know - SR 122)*
- “Nalilito pa po ako.” (I am still confused - SR124)*
- “Depende po sa i-eenroll ng friends ko.” (It will depend on what track my friend will enroll - SR315)*
- “Since I plan to pursue a degree in Engineering, mag-enrol po ako sa STEM.” (Since I plan ti pursue a degree in Engineering, I will enroll in STEM - SR395)*

Legend: **SR (Student Respondent)**



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Emerging themes can be deduced out of the respondents' responses. It can be inferred that as early as the respondents' childhood days, they already have career aspirations in life. According to some respondents, these aspirations were derived from either of the following reasons: movie characters that they see; profession of father, mother, sister, and brother; and careers with high dividends like doctors, accountants, and engineers. Others claim also that they want to serve the oppressed, leading them to dream of becoming a policeman or soldier. Eventually, the interview guide led the respondents to share thoughts about their career interests in Grades 7 to 10. It is very obvious that the respondents have their career aspirations that date back to their younger days but when asked about their Grade 7 career aspirations, responses show that they lack complete cognizance about their future careers. Notable responses support this claim:

“Ang naaalala ko po ay maging doctor.” (As I remember, I want to become a doctor -SR140)

“Hindi ko po alam kasi hindi pa pumasok sa isip ko ang tungkol sa mga trabaho na gagawin ko balang araw.”

(Not yet because that time I do not think of any kind of work yet - SR156)

“ Wala pa pong seryosong career ang inisip ko noon.” (I do not think of a serious career then - SR172)



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The transcribed responses apparently show uncertainty in the respondents' career interests while at a young grade level in their junior high school.

Presumably, younger individuals tend to be carefree in life and this behavior became evident with the way the respondents responded to the researcher's inquiry on their career interests when they are in their Grade 7 level. Through these responses, emerging theme on ***Career Awareness and Understanding*** can be crafted to address the confusion and non-cognizance of students in the initial year of their Junior High School. Moreover, the interview guide continued to ask the respondents' career interests during their Grade 8 level and these were some of the remarkable responses.

“Nagsimula pong mangarap ako na maging abogado.” (I started dreaming of becoming a lawyer - SR212)

“Marami po akong gusto noong Grade 8 ako. Gusto ko pong maging Accountant, Pulis, at Teacher.” (When I was in Grade 8, I want to become an accountant, policeman, and teacher -SR222)

“Ninais ko pong maging teacher kasi teacher po ang mother ko.” (I want to become a teacher because my mother is a teacher too - SR230)

Obviously, the respondents have a clearer direction in terms of their career interests when they are in the Grade 8 level compared to their career interests when in Grade 7. This specific response of the respondents regarding the clearer



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direction on their career path, seemingly exhibit that they are more mentally inclined in deciding about the available careers in the field for them. The response also show several opportunities which they can look into. Thus, a theme on ***Career Exploration*** can be deduced.

On the other hand, when respondents were asked if their career interests continued until their Grade 9 level, responses are shown in the following transcriptions:

“I learned to love Accountancy.” (SR276)

“Yes. Since Grade 8, I have already decided to pursue engineering.” (SR282)

“Gusto ko pong maging pulis ngunit ang gusto ng mga magulang ko ay maging teacher po ako.” (I really want to become a policeman but my parents insist that I become a teacher - SR294)

As the respondents progress in the higher grade level in the Junior High School, there is a more consistent choice in terms of their career interests. Seemingly, the meddling of the respondents’ parents comes to impede their career decisions. At this grade level, however, respondents need to choose and concentrate at a particular career interests for them to have better and consistent career outlook before entering their final year in the junior high school. Hence, the theme on ***Career Concentration*** is applied. Finally, the respondents’



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responses upon the researcher's inquiry regarding their current career interests in the Grade 10 level. They are transcribed in the presented lines:

"I want to be an engineer." (SR299)

"I want to an accountant." (SR3010)

"I wish to become a doctor." (SR303)

"I want to become a teacher." (SR310)

"I plan to pursue a degree in Business Management." (SR312)

From the respondents' responses regarding their Grade 10 career interests, it is very apparent that respondents have a more consistent option than when they have in the Grade 9 level. During this period, the respondents are expected to have chosen a career interest before enrolling in the Senior High School. From the responses, the theme ***Career Preparation*** is derived.

2. Best Practices in Career Guidance

The school administrators and counselors revealed some of their best practices in career guidance in their respective schools. These practices are part of the support given by their schools in carrying out their career guidance routines.

Table 14. Best practices of school administrators and guidance counselors in career guidance

Best Practices
1. Career Orientations (every July)
2. Regular Trainings



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In the observance of the Department of Education Order No. 25, s. 2013, most school respondents practice career orientations every last week of July. It is a one-week endeavor that includes various activities. The annual practice also involves participation of notable government agencies specifically, the Department of Labor and Employment (DOLE), Commission on Higher Education (CHED), and the Department of Trade and Industry (DTI). It is indeed a good source of career guidance for the junior high schoolers. However, this activity is oftentimes misconducted for it has been revealed too, by the school administrators and counselors that the specified agencies do not really come and participate in the one-week activity. These government agencies do not visit private schools regularly within the province. What private schools observe is that they invite their graduates to share insights about their chosen career. This, according to school administrators and counselor somehow inspire their junior high school students to follow their footsteps.

Additionally, schools regularly send their guidance counselors to trainings scheduled by the Department of Education and other organizations. This will enhance the counselors' ability in guidance and counselling though not all seminars and trainings offered are aligned with career guidance for junior high school students. The identified best practices in career guidance and counselling



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by the respondent-schools, coupled with the necessary interventions can be instrumental in developing the career developmental needs of the Junior High School students.

3. Administrative Support and Needs Necessary

There were 43 administrators and guidance counselors and designates who voluntarily participated in the study. They shared the prevailing support systems that they are employing to meet the needs of their career guidance program. The table below shows the support systems the school administrators through their guidance offices.

Table 15. Administrative support necessary to address the need to implement a Developmental Career Guidance Program

SUPPORT	<i>F</i>	Percent
1. Career Orientation (Career Guidance Month, Guidance day, Symposia, Talks, Resource Speakers)	24	55.81
2. Regular Trainings (for Guidance Counselors and Designates)	10	23.26
3. Aggressive Homeroom Guidance	6	13.95
4. Career Talks from Colleges and Universities	3	6.98
Total	43	100



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From the current support systems the schools are employing, majority of their administrators, through the schools' guidance services, are implementing career orientation (55.81%) as a tool to address the needs of their students in terms of career awareness. In this support system, the Department of Education usually start with the career orientation in July of every school year. Symposia and talks through resource speakers are conducted to realize this support system. Other administrators are also sending their guidance counselors and designates to regular trainings (23.26%) either given by the Department of Education or some other agencies so that the guidance personnel will be better equipped in addressing the career needs of the students.

Aggressive Homeroom Guidance takes the third spot with 13.95%. The guidance office through the class advisers conduct additional lectures on career pathing at the homeroom level. However, due to overlapping schedules the schools observe, oftentimes the time schedule intended for this activity is jeopardized and eventually sacrificed. In most administrators and counselors who were included as respondents gave a revelation that the strict delivery of the modules in career education is haphazardly done.

Career talks from colleges and universities are also employed as a support system in observing the career guidance program in schools. This garnered 6.98%. The previous table reveals there are only few support systems to address



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the need of a developmental career guidance program in the Junior High School setup. It is very notable to know too, that these actual support systems are only employed to students who are in their Grade 10 level.

Moreover, the researcher also comes up with the administrators' and guidance counselors' needs to augment the current support systems in place. The data in the next table are the needs the administrators and counselors are coveting to have in their respective schools.

Table 16. Needs of school administration in the implementation of a Developmental Career Guidance Program

NEEDS	<i>f</i>	Percent
1. Job Fairs	11	25.58
2. Awareness Program for Parents	10	23.26
3. Partners for Scholarships	9	20.93
4. Awareness Program for the students	9	20.93
5. Seminars with partner industries	4	9.30
Total	43	100

The data above clearly presents that the existing support systems in implementing a developmental career guidance program in the Junior High Schools of Isabela are not enough. The administrators together with their guidance counselors are in need of additional measures to augment their current



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support systems. At the apex of these needs is a need to have annual Job Fairs (25.58%) in schools. Through this activity, the students will be able to have a first-hand experience of the necessary requirements and expertise needed in their career interests. Closely following the need to conduct job fairs is to conduct Awareness Program for parents at 23.26%. In many cases, the parents are not familiar with their children's career interests. There are cases too, that the parents are the ones deciding on their children's career path. The administrators see the need to educate through informing the parents concerned. Administrators also believe that when there are willing partners to shoulder students' financial needs, then it would be easier to facilitate and develop the career orientation/interests of the students. For the school heads, it is imperative to have partners for scholarships of students. This garnered 20.93% of the respondents. Similarly, awareness program intended for the students is also needed not only for their parents. 9.30% shows that seminars with partner agencies are necessary too. The inclusion of these needs would make the implementation of a career guidance program better according to the school administrators. However, none of them thought that these needs must be employed not only in the Grade 10 level but as early as the students' freshmen year. All of the administrators and/or counselors focused of employing these needs in the Grade 10 level.



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Furthermore, notable responses of school administrators and guidance counselors are transcribed. These responses are shown through a thematic presentation. Initially grouped by positive and negative responses of school administrators and/or guidance counselors. These people are a variation of public (national and integrated) and private school heads and guidance counselors (registered counselors, psychometrician, and counselor-designate). Responses are shown in the succeeding table.

Table 17. Sample school administrators' and guidance counselors' responses to the interview guide

Positive Responses	Negative Responses	Themes
<i>"The career guidance week serves as a discovery tool in the junior high school in terms of their career orientations."</i>	<i>"The career guidance activities every July of the school year are not enough to monitor the career interests of the students" (AR-3)</i>	From the administrators' and guidance counselors' responses, a theme on Regular Scheduling can be deduced to address the need of a proper and suited timetable in the implementation of a DCGP.
<i>"Career guidance week is regularly observed every July of the school year."</i>	<i>"Career guidance week is haphazardly done." (AR-13)</i>	
<i>"Homeroom advisers find time to monitor students' career orientation."</i>	<i>"Homeroom time is not always used in career guidance and counselling" (AR-19)</i>	
<i>"Regular trainings are given to guidance staff to upgrade their counselling skills."</i>	<i>"Trainings intended for the guidance staff are not always in career guidance and counselling." (AR-5)</i>	Apparently, the administrators' and guidance counselors' responses focus on the need of Partnership and



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Table 17 cont.

“Regular career talks are employed towards the end of the school year through different colleges and universities.”

“Career talks are exclusively addressed to graduating students (old curriculum). No exclusive career talks are delivered to Grade 10 students.”
(AR-30)

Linkages to enrich and fully develop the career interests of the junior high school students as they progress in grade level

“The career guidance week every July is a sort of enjoyment for junior high school students in wearing the attires of their preferred career in the future.”

“The intended government agencies stipulated in the DepEd order does not come to conduct career guidance activities every July.”
(AR-11)

Legend: AR (Administrator-Respondent)

Encouraging remarks from school administrators and guidance counselors in the need of crafting a developmental career guidance program for junior high school students have also been transcribed. They come through the following records:

“Your study is very timely because of the advent of the K12 Curriculum. It will definitely help students decide on their career inclinations before enrolling in the Senior High School Program.” – AR-22

“We will help you finish your research. My school will cooperate 100% because I know the hardship of a researcher in this specific endeavor.

Moreover, give us a copy of your program once you are done with it. It can



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definitely help us guide our students to their suited career interests as they progress in high school.” – AR-31

“The aim of your research is well-timed with the current curriculum we have. We will help you coordinate with the parents of your respondents from our school. Goodluck.” – AR-39

“I am very glad that somebody thought of this study. It will really help students choose the right career for them.” – AR-41

From the drawn responses of school administrators and guidance counselors, it can be assumed that a developmental career guidance program to address the career developmental needs of junior high school students is highly needed.

3. Career Guidance Program to address the career developmental needs of junior high school students of Isabela

The next graphical presentation shows the comparative results of the three instruments used in the study. Each area is grouped into similar categories. They are shown in the next table for clearer understanding of the areas that go together.



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Table 18. Comparative results of the three instruments used in the study

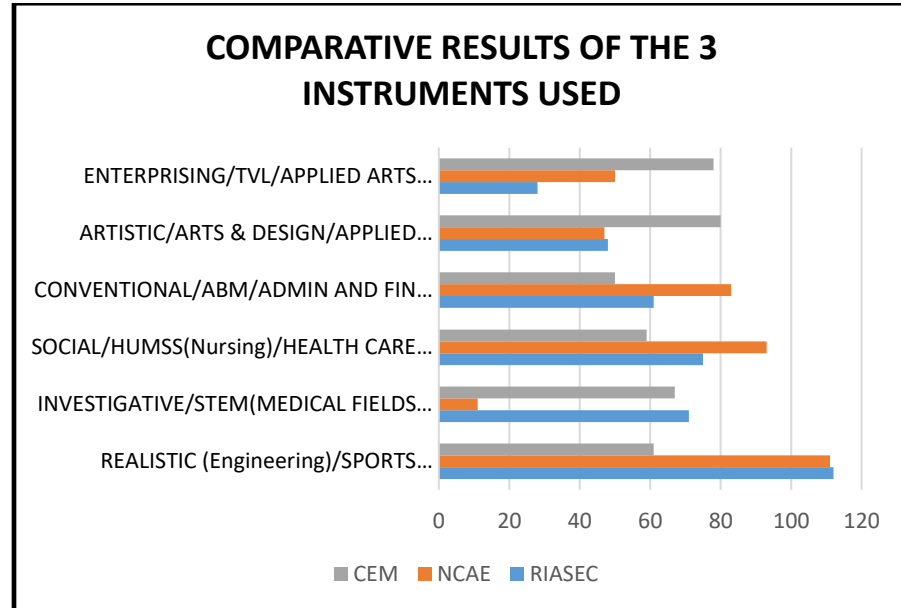
AREA	INSTRUMENTS		
	Professed Interest Inventory	NCAE	CEM
REALISTIC (Engineering)/SPORTS TRACK/COMP SCIENCES/RESEARCH & EVALUATION/PUBLIC SAFETY & WELLNESS	112	111	61
INVESTIGATIVE/STEM(MED ICAL FIELDS except NURSING)/HEALTH CARE/HEALTH SCIENCE	71	11	67
SOCIAL/HUMSS(Nursing)/HE ALTH CARE (Nursing)/PUBLIC SAFETY & WELLNESS/RESEARCH & EVAL	75	93	59
CONVENTIONAL/ABM/ADM IN AND FIN SUPPORT/BUS MNGT & ADMIN	61	83	50
ARTISTIC/ARTS & DESIGN/APPLIED ARTS/PERFORMING ARTS/VISUAL ARTS	48	47	80
ENTERPRISING/TVL/APPLIE D ARTS (ICT)/COMP SCIENCES (ICT)/HE/SOCIAL SERVICES/MECH & ELEC PROPERTIES	28	50	78
Total	395	395	395



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Figure 11. Comparative results of the three instruments used in the study



When the three instruments that were used are combined and grouped in similar categories, it will yield the following results:

- (1) The Realistic (Engineering)/Sports Track/Computer Sciences/Research and Evaluation/ Public Safety and Wellness Group ranks highest among all career interests. It is notable to know that from and among the tracks included, only the Sports Track is not under the Academic Track;
- (2) The second in rank is the Social/HUMSS(Nursing)/Health Care (Nursing)/Public Safety and Wellness/Research and Evaluation Group. All career interests included are under the Academic Track;



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- (3) Third is the Conventional/ ABM/ Administrative and Financial Support/ Business Management and Administration. All career interests of students under this group fall under the Academic Track;
- (4) The fourth group is the Artistic/Arts and Design/Applied Arts/Performing Arts/Visual Arts group. They all fall under the Arts and Design Track;
- (5) Fifth group is composed of Enterprising/TVL/Applied Arts (ICT)/Computer Sciences (ICT)/Home Economics/Social Services/Mechanical and Electrical Properties students. All career interests of students under this group fall under the Technical and Vocational Track;
- (6) Surprisingly, at the bottom of ranking are the students who are Investigative/ STEM(Medical fields except Nursing)/ Health Care/ Health Science. This is the only secluded group out of the Academic Track in terms of students inclined in this specific career interest.

Three instruments were administered to gather data from the respondents of the study. These three yielded different results in terms of occupational themes or interests. Villar's Professed Interest Inventory have shown that majority of the respondents are Realistic or the people who have mechanical abilities.

Congruently, NCAE results reveals that Humanities and Social Sciences Strand is



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the highest preference among the respondents. CEM's Interest Profiler, on the other hand, exposes that respondents prefer STEM among other strands. While the three instruments yielded different results in terms of order/sequence of occupational themes/interests, it is very noteworthy that majority of the junior high school students of the province still prefer to enroll in the Academic Track. Not to be neglected are the other strands that these students will most likely take in their senior high school. As presented in Figure 11, other areas do come close in terms of number of interested students. Obviously, the junior high school students do have their preferred career interest that schools must address. It is therefore imperative to craft a guidance program to properly manage issues and concerns regarding students' career interest in the junior high school. Since career planning or pathing is not an instant endeavor, a program to address this must be developmental in nature. It is reasonable to start with a career guidance program to where the junior high school program commences which is Grade 7. This must be complemented by a plan of action and set of different interventions to fully sustain students' career interests and inclinations. Hence, the succeeding pages will reveal the needed developmental career guidance program that will address the career developmental needs of the Junior High School students of Isabela. The themes in every grade level are inspired by the emerging themes out of the respondents' responses during the FGD. Thereupon, in Grade 7 the theme is



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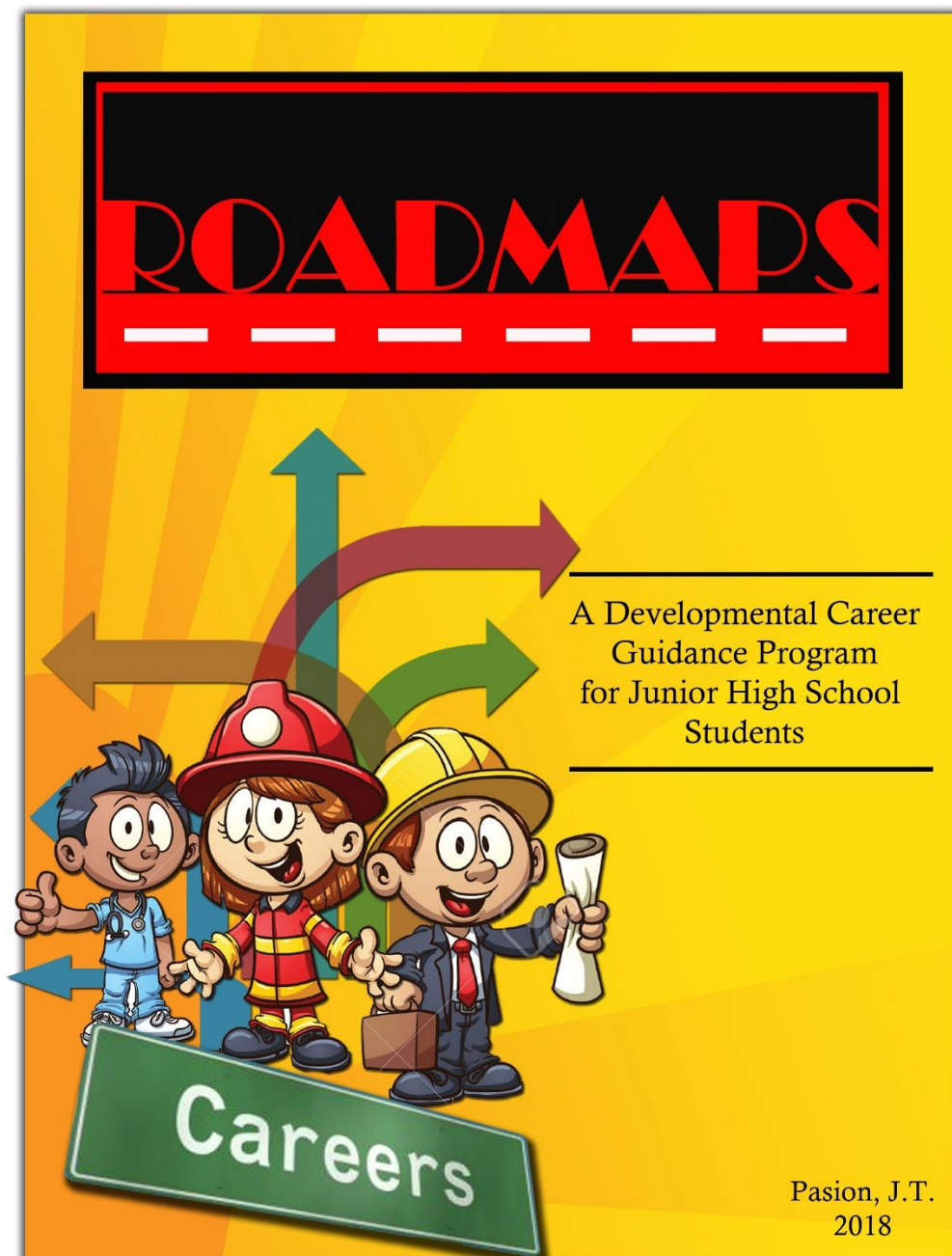
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oriented towards ***Career Awareness and Understanding***, Grade 8 on ***Career Exploration***, Grade 9 on ***Career Concentration***, and Grade 10 on ***Career Preparation***. These themes which were crafted out of the respondents' notable answers are then augmented by the administrators' and guidance counselors' responses. Recurring themes about ***Regular Scheduling*** and ***Partnership and Linkages*** are also seen to enrich the Developmental Career Guidance Program necessary to address the career developmental needs of the junior high school students.



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**THE DEVELOPMENTAL CAREER GUIDANCE PROGRAM FOR
JUNIOR HIGH SCHOOLS OF ISABELA**

Junior High Schools of Isabela as CATALYSTS for CHANGE

As catalysts for change, Junior High Schools of Isabela, specifically the school administrators and guidance counselors play a great role in developing and enhancing the potentials of all the students entrusted in their care. A brighter future awaits the students if their potentials are developed and enhanced. Making them highly educated members of the workforce thus, becoming fruitful contributors of our society and economy. However, this vision will always stay a dream without an intervening activity to address students' career developmental stages. This is where schools, specifically, educators play a vital task of honing students' career aspirations. A developmental career guidance program which spans over the four-year schooling of junior high school students can eventually emplace each student to the proper and suited career path that matches with abilities and skills. The end result of this program are citizens who are members of a greater community. Adult individuals who are responsible contributors not only to our country's economy but to a jubilant family as well.



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How to achieve this?

- By reaching and helping ALL the students to identify their career interests;
- By assisting them in developing their potentials that will nurture their line of interest;
- By creating opportunities to students through external partners from the community;
- By developing linkage to students and parents; and
- Above all, by providing leadership in identifying needs and support to further enhance the school's developmental career guidance program.

The Management and Delivery System

Program management and delivery vary as the student progresses in grade level. Objectives are set in every grade level. Interventions, in addition, are cited and will be administered by the counseling staff to meet the identified objectives. Students are expected to work with the counseling staff by tending to their individual or personal plans. Support systems are also needed to fortify outputs from the administered interventions and individual plans. Each activity must be allotted with appropriate time and date schedules.



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Grade 7

Objective 1:

- Create **awareness and understanding** among high school freshmen that good educational foundation and skills are essential in pursuing a successful career

Intervention

1. “MUNTING PANGARAP, MANINGNING NA BUKAS”
 - Explore and discover interests through Career Orientation/Fair

Individual Plan(s)

1. Discover and explore personal knowledge;
2. Personal goal-setting.

Support System:

1. Advisory Committee
 - Counselor
 - Homeroom Adviser
 - Parents

Date and Time Allotment:

- August of every School Year
- Half day

Objective 2:

- Elicit students’ career orientation by way of career inventories

Interventions:

1. Administer Villar’s Professed Interest Inventory – RIASEC (*refer to **a** in date and time allotment for scheduling*);
2. Match the results to their personal goals set as indicated in the portfolio (*refer to **b** in date and time allotment for scheduling*).

Individual Plan

1. Personal Career Portfolio

Support System:

1. Advisory Committee
 - Counselor
 - Interpretation of Villar’s Professed Interest Inventory - RIASEC
 - Help lay out student’s personal career portfolio

Date and Time Allotment:

- September of every School Year (***a and b in date and time allotment for scheduling***)
- 1 hour preferably homeroom time



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Grade 8

Objective 1:

- Introduce and administer **career exploration** activities to commence deeper understanding of students' career choices

Interventions:

1. "TARA SA TRABAHO NI JUAN"
 - Employ field trips to local industries (*a in date and time allotment for scheduling*);
 - Local Industries may be referred to as businesses operating within the locality
 - Standard operating procedures must be prepared:
 - ◆ Request letter
 - ◆ Duly signed parental consent forms
 - 2. "PETMALU SI LODI"
 - Invite guest speakers/focal persons (*b in date and time allotment for scheduling*).

Individual Plan:

1. Update personal career goals;
2. Accomplish portfolio

Support System:

1. Advisory Committee:
 - Counselor
2. Local Partner Industries
 - Assist in students' field trips

Date and Time Allotment:

- September of every School Year
- 1 day (*a in date and time allotment for scheduling*)
- Half day (*b in date and time allotment for scheduling*)

Objective 2:

- Check consistency of students' current career interests through a career inventory

Intervention:

1. Administer Villar's Professed Interest Inventory – RIASEC

Individual Plan:

1. Revisit personal career goals;
2. Update personal Career Portfolio
 - Re-align if there are changes to the current career interest
 - Cite reasons as factors in the change in interest

Support System:



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1. Advisory Committee

- Counselor
- Class Adviser
- Parents

Date and Time Allotment:

- October of every School Year
- 1 hour preferably homeroom time

Grade 9

Objective 1:

- Help students select a **career concentration** that they want to pursue in the future.
- Check consistency of students' current career interests through a career inventory

Interventions:

1. Villar's Professed Interest Inventory - RIASEC (*a in date and time allotment for scheduling*)
2. "ANG HILING NI BOSSING" a Career Expo (*b in date and time allotment for scheduling*)
 - Students are introduced to employers of local industries
 - The type of education, qualifications, skills employers need in local industries are discussed
3. "FOUR x 4" a Job Shadowing activity (*c in date and time allotment for scheduling*)
 - Four basic skills for four days (1 hour/day)
 - Standard operating procedures must be observed
 - ◆ Memoranda of Agreement
 - ◆ Duly signed parental consent forms

Individual Plan:

1. Update personal career portfolio
2. Revisit personal goals and decide on career concentration
3. Decide based on strengths and interests
 - Needs and Capacity assessment
 - Include financial aspect

Support System:

1. Advisory Committee
 - Counselor
 - Class Adviser
 - Parents
2. Local partner industries



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▪ Employers ▪ Local Industry Experts
Date and Time Allotment: ▪ 1 hour preferably homeroom time (<i>a in date and time allotment for scheduling</i>) ▪ 1 day – November of every School Year (<i>b in date and time allotment for scheduling</i>) ▪ 4 consecutive preferable December of every School Year (<i>c in date and time allotment for scheduling</i>)
Objective 2: ▪ Administer a national test through the National Career Assessment Examination
Intervention: 1. NCAE
Individual Plan: 1. Check readiness and focus
Support System 1. Advisory Committee ▪ Counselor ▪ Class Adviser
Date and Time Allotment: ▪ August or September of every School Year ▪ Half day (2 days)
Grade 10
Objective 1: ▪ Help students select a <u>career preparation</u> that they want to pursue in the future.
Intervention: 1. Villar's Professed Interest Inventory – RIASEC
Individual Plan: 1. Review personal career portfolio inputs and finalize career track to pursue based on the inventory entries. 2. Review personal career portfolio inputs and finalize career track to pursue based on the latest RIASEC result. 3. Parallel career choice to all needed requirements (mental, physical, financial)
Support System: 1. Advisory Committee



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- Counselor – assist students in deciding/finalizing career choice to pursue
- Class Adviser – assist counselor in helping students decide/finalize career choice
- Parents – Take note of child's latest career choice

Date and Time Allotment:

- August of every school year
 - RIASEC be employed preferably during homeroom time (1 hour)
 - Conference of Counselors with Advisers (could be done during dismissal time in the afternoon)
 - Conference of Counselors with Parents (To be set by the Guidance Office preferably end of August to last week of September)

Objective 2:

Administer another Standardized Test to elicit consistency of the NCAE results

Intervention:

1. Administer the CEM Interest Profiler

Individual Plan:

1. Check readiness and focus

Support System:

1. Advisory Committee
 - Counselor
 - Remind that attendance in the test is necessary
 - Inform the parents that the attendance of their child in the test is important
 - ◆ Text Brigade
 - ◆ Written Notice
 - Class Adviser – collaborate with the counselor in reminding the students that attendance in the test is necessary

Date and Time Allotment:

- October of every school year
- Test to be done in 45 minutes

Objective 3:

Interpret and reconcile NCAE and CEM results

Intervention:

1. Creating a graphical presentation showing the comparative results of the 2 standardized tests



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Individual Plan:

1. Update personal career portfolio.
2. Identify consistency of the standardized test results with the RIASEC's.
3. Identify which 2 tests tell synonymous result.
4. Finalize career choice based from the gathered data in the personal career portfolio

Support System:

1. Advisory Committee
 - Counselor – interpret and create a graphical presentation of the test results
 - Class Adviser – support/help counselor in preparing needed data

Date and Time Allotment:

- Last week of October to November of every school year

Objective 4:

To develop in the students a clearer view and understanding of the possible Senior High School providers in the locality which course offerings correspond to the students' track of choice

Intervention:

1. Career Talk

Individual Plan:

1. Record potential school of choice.
2. Identify SHS providers that offer greater opportunities (e.g. scholarships, discounts, etc.)
3. Finalize and decide based on gathered data
 - 3.1. Consider other factors like finance, location and distance of SHS provider

Support System:

1. Advisory Committee
 - Counselor – assist student in assessing options
 - Class Adviser – collaborate with the counselor in assessing options

Date and Time Allocation:

- January to March of every school year

Accountability System

The Guidance Personnel play a very vital role in the implementation, monitoring, and evaluation of the whole program. It is



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the prime aspiration of this developmental career guidance program to include all students. The program itself is never selective in nature. Therefore, in every facet of this endeavor, no student must be left behind.

Important Tips to Work On:

1. Parental involvement is of paramount significance. Students' heavy reliance on parents regarding their courses in the tertiary level plays a great factor. A support system that involves home and school is indispensable.
2. Regular feedbacking to students and parents is an integral part in order to achieve the desired efficacy of the program.
3. Personal Career Portfolios must be kept in the Guidance Office for safekeeping. Constant reporting and updating of data to school administrators will make them abreast with issues on the career pathing of students. This in turn, will give them time to plan for necessary strategies to address issues.
4. Time and Date allotment are but suggestive. It is always the Guidance Office's call when to conduct the necessary interventions.
5. It is the school administrator's utmost responsibility to utilize and analyze regularly gathered data in planning for strategic plans activities suited to the clients.
6. Enrichment activities/interventions that are deemed necessary and timely can be added as long as they are relevant in a particular grade level.
7. Evaluation will gauge the success of every conducted activity. Moreover it will assess the relevance of activities to the objectives of the program. Evaluation can be achieved in the optimum level if the process is done in triadic fashion which involves the school administrator, the guidance personnel, and the parents.



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CHAPTER 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

4.1 Summary of the Study

The main purpose of the study is to craft a developmental career guidance program to address the career developmental needs of the junior high school student of the Province of Isabela. This is to formally help and prepare Junior High School students decide on the proper and/or suited Senior High School Track that will eventually lead them to their lifelong careers in the future. The study sought to give answer to the following:

1. What are the dominant career paths of selected Junior High School students?
2. What are the career guidance best practices observed by school administrators and counselors?
3. What administrative support is necessary to address the need to implement a developmental career guidance program?
4. What developmental career guidance program can be crafted to address the career developmental needs of the junior high school students?

Guidance and counseling are two very basic and yet very important component of a good educational program. These two areas can never be



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separated. Indeed, they compliment each other. Career guidance is a way of empowerment.

The guidance program then serves to assist each individual become a fully functioning person, capable of maintaining healthy social relationships, performing as responsible citizen of the community and capable of becoming a part of the larger society. Therefore, if there is a functioning program in catering to the career interest of people in the society, it is plausible that it will have a great effect in the economy boost of our country. The best way of addressing the interest of individuals in terms of their future career is through a developmental career guidance program in schools. It must be an integral part of the educational experience of students. Repositories of theses and dissertation in our province reveal that there is no existing one. This has been the problem hounding the educational system that unless a program can be crafted to address the issue, we can never feel the paramount effect of citizens working at their best because their job fits their interest. Then in 2013, the Philippine government finally revolutionized the educational system of the country. The K-12 Curriculum added two more years in the basic education of students. These two years are added under the senior high school program in the secondary level.

Moreover, school administrators most especially guidance and counselling persons of every school must play a great role in monitoring students' line of



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interest while they are still in their junior high school level. It will be already late if school administrators and counselling persons will adapt a career program at the onset on the senior high school level. Career-pathing of student under the K-12 Curriculum actually starts in Grade 10 level and another in Grade 11. A developmental career guidance program must be instilled to address what we call career interests issues. Therefore, career planning must be given appropriate time and attention to stop misleading practices in choosing a future career. It is through these premises that this research is conceived. The end result of this study is a developmental career guidance program for secondary schools in the province of Isabela.

The study is Descriptive – Qualitative (Case Study) in nature. Research locale is confined in the Isabela Province. Respondents are from selected secondary schools of the province. Selection is through multi-stage sampling. Isabela province has around 7,000 Grade 10 junior high school students. However, the inclusion of the whole population is so gargantuan. The study then sought to secure an ideal sample size out of the total Grade 10 students of the research locale. After computing for the adequate sampling size, it turned out that 395 Grade 10 students are needed respondents of the study. This is computed based from the desired margin of error which is 5 percent. The study utilized three different tools to attest the respondents' career interests. The tests are: (1) The



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Professed Interest Inventory of Dr. Imelda Villar; (2) The National Career Assessment Examination (NCAE) results and; (3) The CEM's Career Interest Profiler. A Focus Group Discussion (FGD) was employed in the latter part of the study to verify the alignment of the students' career interests spanning from the three tests employed. Measures of Central Tendency specifically frequency count and percentage are utilized to quantify the number of students in each career interest.

4.2 Summary of Results

The chief findings are summarized according to the order of research. They are shown in the following synopses:

1. Dominant career path of selected junior high school students

The research employed three (3) tools in determining the most dominant career path of the Junior High School students of Isabela. The results show different products. Villar's Professed Interest Inventory yielded that most Junior High School students are Realistic. 28.35% out of the 395 respondents happened to be under this theme. These students are those who have mechanical abilities but may lack social skills. Second and third groups are from the Social with 18.99% and Investigative with 17.97%. Social students are those who are good in social interactions. Persons who like to mingle with others. On the other hand, Investigative students are always mathematical, analytical, and scientific.



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The second data gathering tool, which is the National Career Assessment Examination, bore a revelation that junior high school students whose abilities fall under the HUMSS and ABM. Both strands bear almost identical results. 21.52% and 21.01% respectively. Third in the NCAE result is the Sports track at 18.99%.

To complete the triad of tools in gathering the most dominant career path of junior high school students, the CEM interest profiler was also administered. Topping the CEM result is the STEM strand which yielded 162 students out of the 395 examinees. This accounts 41.01% of the total number of respondents.

Verbatim answers as to the current career interests of the respondents were also gathered through a FGD. After plotting and analyzing data related to their current career interests, it was found out that most of the current Grade 10 students of Isabela prefer to take up courses leading to any of the following courses: (1) Engineering; (2) Accountancy; and (3) Medicine. The identified courses are presented in order according to the verbal claims of the respondents.

In addition, the study also sought answers to the second question,

2. What are the career guidance best practices observed by the school administrators and guidance counselors?

Data gathered through the FGD for school administrators and guidance counselors bore that career orientation for junior high school students and regular trainings for guidance staff top the list of their best practices in school. Career



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orientations are regularly done during July. However, they are done haphazardly. To enrich the counselors' capability in guidance and counselling, they are sent regularly to trainings and conferences. However, trainings attended by the counselors are not only oriented toward career guidance.

3. What administrative support and needs are necessary to craft a DGCP to address the career developmental needs of the junior high school students of Isabela?

There were 43 school principals and guidance counselors who participated in giving answers to this problem. An FGD was administered to elude what guidance supports are in place and guidance needs that they seek.

As for the administrative support, 24 or 55.81% of the respondents said that their respective guidance offices are already employing career orientation as part of the career guidance program. The counselors who took part in this study divulged that this certain career guidance activity is being employed July of every school year. Part of this endeavor includes symposia, career talks from notable government agencies (e.g. DOLE, CHED, TESDA), parade of costumes among others.

On the other hand, career guidance needs that are sought by school personnel are job fairs for the students. According to principals and counselors, students need to have a first-hand feel of the actual proceedings in the workplace.



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This will create awareness and deeper appreciation of the students in their targeted career in the future. If deeper appreciation is felt, the more determined the students are in pursuing their dreams.

Finally, the study also sought to answer the third problem posed:

3. What developmental career guidance program can be crafted to address the career developmental needs of the Junior High School students?

From the graphical presentations in the previous chapter, it is very evident that the tools employed yielded significant data in terms of students' career interest. Without them, it will be very hard to know the career interest of each junior high school student as they develop over the years. It is imperative to employ all the tools all throughout the developmental career guidance process from Grade 7 until Grade 10. NCAE will push through in the students' Grade 9 level and so with CEM interest profiler in Grade 10. Dr. Villar's professed interest inventory may still be utilized in the lower grade level to start educating each student's interest. Other career inventories may also be employed to augment the current tools used.

4.3 Limitations of the Study

The study was limited to the identification of the respondents' career interests. The program is developmental in nature. Moreover, it presented interventions that could help formally develop interests of each student. However,



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it did not include factors and/or variables that could possibly influence the career decision or indecision of students in the junior high school level. These factors and/or variables could be predisposition of the student or the family, gender, ethnicity, and health status among others.

4.4 Conclusions

From the aforementioned findings, the following conclusions were obtained:

1. Considering the garnered results out of the three tools used, it can be inferred that Career interests of the junior high school students are oriented toward white collar jobs that require academic preparations from senior high school that specifically usher them to college education.
2. Majority of the school administrators and guidance counselors are observing the career orientation as a tool in guiding students choose their future career. These are their best practices that are regularly observed. However, this activity is only done every July of the school year and is only applied to Grade 10 students;
3. The school administrators and support staff recognize the need for an enhanced developmental career guidance program as tool for school management.



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4.5 Recommendations

1. Periodic assessment of career interest of students in each level in Junior High School must be conducted and paired with appropriate activities as intervention in promoting better career outlook.
2. School managers may venture on crafting their developmental career guidance program customized to their students' career interests.
3. The Developmental Career Guidance Program formulated in this study may be adapted as model in providing career guidance in each grade level in the Junior High School.



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Appendix A.
REQUEST LETTER TO THE SCHOOLS DIVISION SUPERINTENDENT

Department of Education
Alibagu, Ilagan City
Isabela

July 24, 2017
JESSIE L. AMIN, CESO VI
Schools Division Superintendent
Department of Education
Ilagan City, Isabela

Sir:

Greetings of peace and joy!

I am a post-graduate student of the Philippine Normal University – Isabela Campus and currently working with a study entitled: **“THE DEVELOPMENTAL CAREER GUIDANCE PROGRAM FOR SELECTED SECONDARY SCHOOLS OF ISABELA.”** Target respondents of the research are selected **Grade 10 secondary students of both public and private Junior High Schools of the Division of Isabela.** Associated with the aforementioned study are the specific schools both public and private which are situated in the province. In line with this, may you please allow me to access the names of the different schools from each congressional district of Isabela through your Planning Officer. Furthermore, may you please grant me permission to conduct the research on the secondary schools which will be selected from the different congressional districts of our province.

Hoping for your favorable reply regarding this request.

Thank you very much.

Very truly yours,

JURGEN T. PASION
Researcher

Noted by:
MARIE GRACE S. CABANSAG, Ph.D.
Adviser



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Appendix B.

Indorsement letter issued by the Schools Division Superintendent



Republic of the Philippines
Department of Education
Region 02
SCHOOLS DIVISION OF ISABELA
City of Ilagan



1st Indorsement
July 26, 2017

Respectfully returned to the MR. JURGEN T. PASION, PhD Student of Philippine Normal University, North Luzon Campus, the herein request for conduct of research entitled: "The Developmental Career Guidance Program for Selected Secondary Schools of Isabela", with the information that said request is **APPROVED** and copy of the Dissertation should be submitted to this office for reference.


JESSIE L. AMIN, CESO VI
Schools Division Superintendent



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Appendix C.

Request letter to school administrators



Philippine Normal University

North Luzon Campus

The Indigenous Peoples Education Hub

Aurora, Alicia, Isabela

November 13, 2017

THE SCHOOL HEAD

Sir/Madam:

Greetings of peace and joy!

I am Jurgen T. Pasion, a post-graduate student of Philippine Normal University – North Luzon Campus. I am currently working with my dissertation entitled, ***“The Developmental Career Guidance Program for Selected Secondary School of Isabela.”***

Your school is one of the selected respondents which came out from the sampling I made. In connection with this, may you please allow me to conduct said study which will be employed to selected Grade 10 students of your school. Various interest tests with a Focus Group Discussion will be employed to determine their career interests in preparation for their Senior High School. Through this research, we can really lead students to their suited life careers in the future. Furthermore, may you also grant me access to the NCAE records of the selected students as part of this study.

I am hoping for your positive response regarding this request.

Thank you very much and more power!

Very truly yours,

JURGEN T. PASION
Researcher

Noted by:
MARIE GRACE S. CABANSAG, Ph. D
Adviser



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Appendix D.

Request letter to the Center for Educational Measurement President

July 27, 2017

DR. MARIA CYNTHIA A. ALCANTARA

President

Center for Educational Measurement, Incorporated

Cityland Pasong Tamo Tower,

2210 Chino Roces Avenue, Makati City

1231

Madam:

Greetings of peace and joy!

I am a post-graduate student of the Philippine Normal University - Isabela Campus and is currently working with my dissertation entitled: ***"The Developmental Career Guidance Program for Selected Secondary Schools of Isabela."*** During my colloquium, my panelists recommended me to purchase at least one (1) standardized interest test as part of the career guidance program I'm trying to produce. This test, together with the other validated interest tests will be employed to selected Grade 10 students of selected secondary schools in our province. I am also tied up with JET Montessori School of Ramon, Incorporated, a regular client of CEM in employing diagnostic tests. It is through your CEM Test Center Coordinator here in Isabela, Ms. Rosalia delos Santos, that I have learned about the latest interest test which is aligned with the K12 curriculum. She has also divulged something about the price of this material which according to her, amounts to Php 130/head. Assuming that the said price is accurate, will you charge the same amount if I will secure around 300 - 400 copies? In connection with this, may you please grant me permission to purchase said material. Furthermore, may I also know if it is possible for me to personally employ the test to my respondents.

Hoping for your positive response about this request.

Thank you very much and more power!

Very truly yours,

JURGEN T. PASION

Researcher - Philippine Normal University, Isabela Campus

School Director - JET Montessori School of Ramon, Inc.

Cor. Quirino and Roxas Streets, Bugallon Norte,

Ramon, Isabela 3319



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Appendix E.
The CEM's Approval

On Saturday, July 29, 2017 7:46 AM, "jmoseros@cem-inc.org.ph"
<jmoseros@cem-inc.org.ph> wrote:

July 29, 2017

JURGEN T. PASION

School Director - JET Montessori School of Ramon, Inc.
Cor. Quirino and Roxas Streets, Bugallon Norte,
Ramon, Isabela 3319

Dear Mr. Pasion:

Thank you for choosing the CEM Career Interest Profiler as your instrument for your dissertation!

You may be pleased to know that this is not the first time that researchers have requested the use of our assessment tools for academic purposes. We do allow the use of our instruments; however, we do not sell them. As policy, our arrangement with interested parties has always been to administer the instrument, process the data, and to provide the researcher with copies of the results. There are also guidelines that researchers are required to adhere to in utilizing CEM data.

If you are still interested, we can be of better assistance if you can provide us with more information by filling out the attached letter of request template. Kindly submit the accomplished letter to me (jmoseros@cem-inc.org.ph) or to Ms. Janet Evasco (jevasco@cem-inc.org.ph) at your earliest convenience. Be advised that your request is subject to review and approval. Please allow us, at least, two weeks to respond to your request.

Thank you and good day!

Sincerely,

Jason V. Moseros
OIC-Test Development Section
Center for Educational Measurement, Inc.
Tel 813-3691; 813-3694 to 95 loc 118



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Appendix F.

Request letter to r. Imelda G. Villar – Author, Professed Interest Inventory

July 25, 2017

Madam:

Greetings of peace and joy!

I am Mr. Jurgen T. Pasion, a post-graduate student of the Philippine Normal University, Isabela Campus. I am currently working on my dissertation which focuses on a developmental career guidance program for secondary schools of Isabela. I happen to get hold of a copy of your book, *Career Counseling in the Philippines* (2009) and I find your Professed Interest Inventory very helpful because it is related to my study. May you please grant me the permission to utilize said Interest Inventory for the realization of my research. I came up with your email address through browsing possible sites which could give me one. Then I took the initiative to send this message hoping that you can receive it in time for my study.

Thank you very much and more power!

Very truly yours,

JURGEN T. PASION
Researcher



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Appendix G.
Dr. Imelda Villar's Approval

Imelda PRBVillar <prbimelda@yahoo.com>

To jurgen pasion

07/27/17 at 7:19 PM

Dear Jurgen,

Yes, you can use the material, properly cited.

Dr. Villar

On Tuesday, July 25, 2017 7:32 AM, jurgen pasion <jurgenpasion@yahoo.com>
wrote:

Sent from Mail for Windows 10



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Appendix H.
The Professed Interest Inventory

Name: _____

School: _____

Professed Interest Inventory

Instructions:

Below is a list of preferences one can have. Please check under the appropriate column whether the item is true or false in your case.

Activities	True	False
Cluster 1		
1. I prefer to work with materials I can touch		
2. I prefer to do work where I can handle tools or machines.		
3. I prefer to work outdoors than indoors.		
4. I enjoy creating things with my hands.		
5. I am happiest when I am touching/holding things that I work with.		
6. I take delight in working with objects.		
7. I prefer working with practical matters.		
Cluster 2		
1. I like learning about scientific matters.		
2. I like to analyze matters and events.		
3. I enjoy thinking rather than handling materials.		
4. I prefer to work alone rather than with people.		
5. I feel good when I am doing research.		
6. I enjoy dealing with abstract matter.		
7. I like working with ideas.		
Cluster 3		
1. I like to work independently.		
2. I enjoy using my artistic abilities.		
3. I feel good when I can use my imagination to create something new.		
4. I take delight in being unconventional.		



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5. I dislike being forced to follow rules and procedures in doing things.		
6. I prefer to work in an unstructured environment.		
7. I enjoy activities related to music, art, drama, creative writing.		
Cluster 4		
1. I prefer working with people.		
2. I enjoy social interactions.		
3. I prefer to be seen as sociable and popular with others.		
4. I like helping others with their concerns and problems.		
5. I like being socially responsible.		
6. I like to teach or inform others.		
7. I prefer activities where I can train or develop others.		
Cluster 5		
1. I like leading other people.		
2. I enjoy convincing people.		
3. I like selling ideas or things.		
4. I prefer to work with people to arouse their enthusiasm.		
5. I like to ensure that people work towards a common goal.		
6. I like negotiating differences.		
7. I get enthusiastic when I am able to settle disputes among people.		
8. I enjoy winning a point/an argument.		
Cluster 6		
1. I would prefer working in a place where I would know exactly what is expected of me.		
2. I prefer having clear structures.		
3. I like putting things in order.		
4. I like to work where I can remain calm and work conscientiously and efficiently.		
5. I prefer to work where I can predict what is going to happen.		
6. I enjoy activities that involve precision.		
7. I like working with system and order.		



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Appendix I.

Professed Interest Inventory interpretation

Count how many items you checked in each cluster. This will indicate the Personality and Work Environment Types according to John Holland to which you are drawn.

- Cluster 1 – Realistic
- Cluster 2 – Investigative
- Cluster 3 – Artistic
- Cluster 4 – Social
- Cluster 5 – Enterprising
- Cluster 6 – Conventional

Personal Styles and Occupational Environments		
Personal Styles	Themes	Occupational Environments
May lack social skills; prefers concrete vs. abstract work tasks; may seem frank, materialistic and inflexible; usually has mechanical abilities	Realistic	Skilled trades such as plumber, electrician, and machine operator; technician skills such as airplane mechanic, photographer, draftsman, military, engineer, and some service occupations
Very task oriented; is interested in Math and Science; may be described as independent, analytical, intellectual; may be reserved and defers leadership to others	Investigative	Scientific such as chemist, physicist and mathematician; technician such as laboratory technician, computer programmer, and electronics worker
Prefers self-expression through the arts; may be described as imaginative, introspective and independent; values aesthetics and creation of art forms	Artistic	Artistic such as sculptor, artist and designer; musical in a music teacher, orchestra leader, and musician; literary such as editor, writer, critic



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Performs social interaction and has good communication skills; is concerned with social problems, and is community service oriented; has interest in educational activities	Social	Educational as a teacher, educational administrator, and college professor; social welfare such as social worker, sociologist, rehabilitation counselor, policeman and professional nurse
Prefers leadership roles; may be described as domineering, ambitious and persuasive; makes use of good verbal skills	Enterprising	Managerial such as personnel, production, and sales manager; various sales positions such as insurance, real estate and car sales person
May be described as practical, well-controlled, sociable, and rather conservative; prefers structured tasks such as systematizing and manipulation of data and word processing	Conventional	Office and clerical worker such as timekeeper, clerk, teller, accountant, keypunch operator, secretary, bookkeeper, receptionists, and credit manager



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Appendix J.
The CEM interest profiler material

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SCORE INTERPRETATION GUIDE

CEM PROFILER

CEM Career Interest Profiler



Center for
Educational
Measurement, Inc.



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CEM CAREER INTEREST PROFILER

Score Interpretation Guide

1. About the Instrument

1.1 Purpose

The **CEM Career Interest Profiler**, or **CEM Profiler**, is designed to measure the level of students' interests in the different activities associated with the occupational groups considered in the instrument. It can help guidance personnel and the school in the development of career guidance programs for the students' educational and career exploration.

Many studies on interest inventories reveal that interest indeed is a crucial component of success in academics, sports, and in other areas of a person's life. Choosing an occupation that matches one's interest can more likely lead to one's success. However, interest represents only one component of a sound career decision making so, other factors like family background and socioeconomic status, educational background, physical capabilities, special skills and talents, as well as results of other personality and ability tests, such as **CEM's Philippine Aptitude Classification Test (PACT)**, should also be taken into consideration. These factors can be assessed in relation to information about specific occupations, such as nature of the work; training, education, and other ability requirements; employment opportunities; potential income; and outlook for career growth.

1.2 Description

The CEM Profiler is a questionnaire containing 115 statements that describe work activities or tasks related to different occupations. A student is asked to respond to each item using four predetermined response options: "4" if **very interested**, "3" if **interested**, "2" if **a little interested**, and "1" if **not interested at all**.

Note: Technical information about the instrument can be found on Pages 7 and 8.

2. Administration of the Instrument

The instrument can be administered to an individual or to a group of students from Junior (Grades 7 – 10) to Senior (Grades 11 and 12) high school. The ideal time to finish answering the questionnaire is forty-five (45) minutes, but extra time is given if needed.

Each student is provided with a questionnaire booklet and a separate machine-readable answer sheet. Students have to shade the circle corresponding to their chosen answer. They also have to indicate on the answer sheet their three most preferred post-secondary courses from the CEM-provided List of Courses and Occupations.

In order to ensure uniformity in the procedures and validity of results, a manual for administration is used to guide the examiners. The manual contains directions to be followed by the students in answering the questionnaire.



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Appendix K.
The CEM license agreement

LICENSE AGREEMENT

Date: September 28, 2017

Name: **Jurgen T. Pasion**
Graduate Student
College of Graduate Studies and Teacher Education Research
Education Sciences

Marie Grace S. Cabansag, Ph.D.
Thesis Adviser
College of Graduate Studies and Teacher Education Research
Education Sciences

Institution: **Philippine Normal University – North Luzon Campus**
Address: **Aurora, Alicia, Isabela**

This letter will serve as a license agreement between **Jurgen T. Pasion, Marie Grace S. Cabansag, Ph.D.**, hereby referred to as Requester/Licensee, and the **Center for Educational Measurement, Inc. (CEM)** and will govern use of the CEM data by the Requester/Licensee.

Use of CEM Career Interest Profiler for selected Junior High Schools in Isabela as Data Collection Tool for the Thesis Study, *The Developmental Career Guidance Program for Selected Secondary Schools of Isabela*

CEM is pleased to grant the Requester/Licensee an exclusive, non-transferable license to use the above materials, in accordance with the terms and conditions set herein:

1. That the above material is to be used solely for gathering data for a research study entitled: *The Developmental Career Guidance Program for Selected Secondary Schools of Isabela*.
2. That the test data and related information should always be secured and kept confidential.
3. That upon completion of data processing and analysis, the soft copy of the test data will be deleted from the Requester's/Licensee's and data processor's (e.g. statistician, thesis adviser, professor, etc.) digital storage devices (e.g. desktop computers, laptop, mobile phone, USB thumb drive, tablets, etc.), and other record-keeping systems (e.g. photos or printed copies of the said data) in order to prevent further processing, unauthorized access or disclosure to any other party.
4. That CEM should always be cited as reference or source of any information that is derived, duplicated, and/or cited from the above material.
5. That the Requester/Licensee prepares the following to facilitate test administration, and processing and delivery of test results:
 - 5.1. Five (5) original signed copies of this License Agreement to be submitted to the CEM Research Section (RS) three (3) weeks prior the proposed test administration date, or earlier.
 - 5.2. One (1) original signed copy of the Consent Form for each study participant to be submitted to the CEM RS three (3) weeks prior the proposed test administration date, or earlier.
 - 5.2.1. The Consent Forms should be signed by the study participants and their parents/legal guardians
 - 5.2.2. The Consent Forms should state that the study participants are allowing CEM examiners to gather their responses to the CEM Career Interest Profiler
 - 5.2.3. The Consent Forms should also state that the study participants are allowing CEM to provide Mr. Jurgen Pasion full access to their CEM Career Interest Profiler scores and / or student information, including individual identifying information, collected on the answer sheets of that instrument.
 - 5.3. Sufficient number of testing rooms, each of which should be able to seat 40-50 students.
 - 5.4. Accomplished CEM Test Service Request Form (TSRF) obtained from the CEM Isabela Center at *University of La Salette Dubinan East, Santiago City, Isabela* and to be submitted to the same office. The details specified in the TSRF (e.g. test schedule, number of examinees, etc.) should be coordinated directly with the CEM Isabela Center Coordinator at least three (3) weeks



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hard copy of the results. The said fee will be deposited to Bank of the Philippine Islands (La Fuerza Branch) in the account of Center for Educational Measurement, with account number 1885-1133-34, according to the schedule below:

- 5.5.1. Fifty percent (50%) of the total cost will be deposited to the said bank account five (5) working days before the first administration date.
- 5.5.2. The remaining balance will be deposited to the same bank account five (5) working days before the second administration date.
- 5.5.3. This fee covers examiners' fees, examiners' transportation, printing of CEM Career Interest Profiler results and delivery of same to Mr. Jurgen Pasion. All other expenses shall be assumed by Mr. Jurgen Pasion.
- 5.6. Copies of the following documents to be submitted five (5) working days before the test date to the CEM Isabela Center:
 - 5.6.1. Duplicate copy of the signed Consent Forms
 - 5.6.2. List of Registered Examinees (in MS Excel file)
 - 5.6.3. Bank deposit slip
- 5.7. Duplicate copy of the bank deposit slip to be submitted to the CEM IS five (5) days before the test administration date.
6. That the digital and printed copy of test results (i.e. Examinee Interest Profile, Masterlist of Results and Interest Summary Profile) will be sent to the Requester/Licensee 3 weeks after test administration.
7. Except for the purpose to carry out the license agreement, the Requester/Licensee during the effectivity of agreement shall not reproduce for any purpose whatsoever, any documents, literature, forms, reports, or any other written or electronic data pertaining to the CEM business operations without the expressed written consent and approval of CEM.
 - 7.1. Except for the purpose to carry out the license agreement, the Requester/Licensee shall not divulge, relay, publish, or otherwise transmit to a third party (ies), information available and accessible to him, acquired in the course of his research for which the Requester/Licensee was authorized, during the period of his research works and for a period of three years after the Requester/Licensee completed the research work.
 - 7.2. The Requester/Licensee shall not organize, or otherwise financially participate, or act as consultant, singularly or collectively, to any organization, entity, establishment, or firm whose operations may be directly competitive to that of the CEM business entity, during the period of his research work and for a period of three years after Requester/Licensee completed the research work.

If the terms and conditions outlined in this document are correct and acceptable, please sign on the left margin of page 1 and on the space provided below, and return the original copy to the Center for Educational Measurement, Inc.

I have read, understood, and accepted the terms and conditions as outlined above.

Jurgen T. Pasion
Graduate Student

Date

Marie Grace S. Cabansag, Ph.D.
Thesis Adviser

Date

Maria Cynthia A. Alcantara, Ph.D.
President, CEM

Date



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**Appendix L.
The CEM consent form**

CONSENT FORM FOR PARTICIPATION IN A RESEARCH STUDY

Title of Study: The Developmental Career Guidance Program for Selected Secondary Schools of Isabela

Description of the research and your participation

You are invited to participate in a research study conducted by *Mr. Jurgen Pasion*. The purpose of this research is (explain using language which can be easily understood by the study participant).

Your participation will involve (describe the procedures to be followed including administration of other instruments) answering an interest inventory called the CEM Career Interest Profiler to be administered by CEM examiners. *Mr. Jurgen Pasion* will have full access to your CEM Career Interest Profiler scores and / or student information, including individual identifying information, collected on the answer sheets of that instrument. Data collected from this instrument will be used solely for the purpose of completing the thesis study entitled, *The Developmental Career Guidance Program for Selected Secondary Schools of Isabela*.

Risks and discomforts

There are no known risks associated with this research. (You may also describe the measures you will take to minimize these risks and discomforts in the event they arise.)

Potential benefits

There are no known benefits to you that would result from your participation in this research. OR (Describe any benefits to the participant and to others that may reasonably be expected from the research.) This research may help us to understand (brief statement, if appropriate).

Protection of confidentiality

Mr. Jurgen Pasion will do everything he can to protect your privacy. Your identity will not be revealed in any publication resulting from this study. Results of the study will be reported

Voluntary participation

Your participation in this research study is voluntary. You may choose not to participate and you may withdraw your consent to participate at any time. You will not be penalized in any way should you decide not to participate or to withdraw from this study.

Contact information

If you have any questions or concerns about this study or if any problems arise, please contact *Mr. Jurgen Pasion* at _____.

--- Consent ---

I have read this consent form and have been given the opportunity to ask questions. I give my consent to participate in this study.

Participant's / Student's signature _____ Date: _____
Parent's signature _____ Date: _____



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Appendix M.

Sample transcription of respondents' answers using the FGD interview guide

QUESTIONS	RESPONSES
1. What was your childhood dream job?	<i>"To become a doctor"</i> <i>"To become a dentist"</i> <i>"To become a pilot"</i> <i>"Be a fashion designer"</i> <i>"A great military officer"</i> <i>"I want to be a flight attendant"</i> <i>"I want to be a good baker."</i> <i>"I want to a chef"</i>
2. Did it continue to be your dream until today?	<i>"No more because my dream before lasted when I was in my elementary."</i>



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	<i>“No more because I was only a small child when I dreamed of it.”</i> <i>“Yes. My inspiration is my father who is also an engineer.”</i> <i>“Yes, because I really want to become an accountant like my Auntie.”</i>
3. Until when, that you dreamed of your dream job? (For those who answered NO)	<i>“When I was in Grade 5.”</i> <i>“When I was 9 years old.”</i> <i>“When I’m in Grade 6.”</i> <i>“When I’m in Grade 4.”</i> <i>“When I was 10 years old.”</i>
4. Try to recall the career that you want to have when	<i>“Ang naaalala ko po ay maging doctor.”</i>



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you are still in Grade 7. What was it?	<i>“Hindi ko po alam kasi hindi pa pumasok sa isip ko ang tungkol sa mga trabaho na gagawin ko balang araw.</i> <i>“Wala pa pong seryosong career ang inisip ko noon.”</i>
5. Did your parents tell you on what career to pursue in the future?	<i>“Opo Sir. Si Mama po ang may gustong maging business woman ako. Sa katunayan po ang gusto ko’y maging Accountant.”</i> <i>“No Sir because they respect what I want to get in college.”</i> <i>“Yes Sir. Para matulungan daw nila akong ipasok kapag nag-retire na sila sa serbisyo.”</i>
6. What about the career that you want when you’re in Grade 8?	<i>“Nagsimula pong mangarap ako na maging abogado.”</i>



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	<i>“Marami po akong gusto noong Grade 8 ako. Gusto ko pong maging Accountant, Pulis, at Teacher.”</i> <i>“Ninaiis ko pong maging teacher kasi teacher po ang mother ko.”</i>
7. Did your career interest in Grade 8 continue until your Grade 9 level?	<i>“I learned to love Accountancy.”</i> <i>“Yes. Since Grade 8, I have already decided to pursue engineering.”</i> <i>“Gusto ko pong maging pulis ngunit ang gusto ng mga magulang ko ay maging teacher po ako.”</i>
8. At present, what is your preferred career?	<i>“I want to be an engineer.”</i> <i>“I want to an accountant.”</i> <i>“I wish to become a doctor.”</i>



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	<i>"I want to become a teacher."</i> <i>"I plan to pursue a degree in Business Management."</i>
9. What about at present? Now that we have a new curriculum, what track will you enroll in the Senior High School Program?	<i>"Hindi ko pa po alam."</i> <i>"Nalilito pa po ako."</i> <i>"Depende po sa i-eeenroll ng friends ko."</i> <i>"Since I plan to pursue a degree in Engineering, mag-enrol po ako sa STEM."</i>



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Appendix N.

Sample photos of researcher and respondents during the professed interest
inventory (RIASEC)





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Appendix O.

Respondents during the CEM interest profiler test administration





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Appendix P.
CEM Regional testing coordinators, principals, and teachers





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Appendix Q
Authenticity test result



Philippine Normal University
The National Center for Teacher Education
PUBLICATION OFFICE
Taft Avenue, Manila 1000, Philippines



AUTHENTICITY RESULT

Date of Release: March 9, 2018
Result Code: 2018-0374
Submission ID: 927579809
Title of Output: The Career Interests of Selected Junior High School
Students of Isabela towards the Crafting of a
Developmental Career Guidance Program
Author(s): Jurgen Toledo Pasion

Authenticity Report:

Similarity Report: 6%

- Interpretation: A similarity of 6% means that 6% of the entire paper is similar to sources in Turnitin's (authenticity software) online repository. The colored bibliographical references denote the sources of similarity to previously published work which maybe from internet sources (5%) publications (1%), and student papers (3%) for the remaining similarity percentage.
- Highlighted text in the Manuscript:
 - Red marks and highlights are set of texts directly or exactly copied from online sources.
 - Other color marks and highlights are set of text exactly copied from other sources (student papers and publications).

Marie Paz E. Morales, Ph.D.
Director



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Appendix R

List of respondent-schools and corresponding sample size

Congressional District 1	
School	Number of Respondents
1. Josefina Albano National High School	8
2. Lanna National High School	8
3. Cumabao Integrated School	8
4. Lalauanan National High School	8
5. School of St. Matthias	8
6. Alfreda Albano National High School	9
7. Delfin Albano National High School – Main	9
8. Ragan Sur National High School	8
9. Magsaysay National High School	8
10. San Pablo National High School	8
TOTAL	82
Congressional District 2	
School	Number of Respondents
1. Dona Aurora National High School	11
2. Burgos National High School	10
3. Bacnor National High School	10
4. Gamu Rural School	10
5. San Antonino National High School	10
6. Roxas National High School	10
7. La Salette of Roxas, Inc.	11
8. Monico Rarama National High School	10
9. Simimbaan Integrated School	10
10. Mallig Plains Colleges	10
11. Quirino National High School	10
12. Sandiat National High School	10
TOTAL	122
Congressional District 3	
School	Number of Respondents
1. Eveland Christian College	9
2. San Mateo National High School	9



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3. Salinungan National High School	9
4. Angadanan High School	8
5. Lomboy Integrated School	8
6. San Mateo Vocational & Industrial High School	9
7. North East Luzon Adventist School	9
8. Alicia National High School	9
9. Cabatuan National High School	9
10. Luis Fe-Gomez Diamantina National High School	9
TOTAL	88
Congressional District 4	
School	Number of Respondents
1. JET Montessori School of Ramon, Incorporated	11
2. San Miguel Integrated School	10
3. San Sebastian Integrated School	9
4. Ramon National High School	9
5. Gen. Emilio Aguinaldo National High School	10
6. Saint John Berchmans High School	9
7. Dona Josefa E. Marcos National High School	9
8. Cagasat High School – Annex	9
9. Don Mariano Marcos National High School	9
10. Cordon Arcangels Montessori School	9
11. La Salette of Ramon, Inc.	9
TOTAL	103
Total School – Respondents	Total Student – Respondents
43	395



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Appendix S.

Sample responses of the students, administrators, and guidance counselors using the interview guide

QUESTIONS

1. What was your childhood dream job?

RESPONSES

"To become a doctor" (SR3)

"To become a nurse someday" (SR4)

"To become a dentist" (SR10)

"To become a pilot" (SR13)

"To be a policeman" (SR22)

"To be a chef" (SR 24)

"To be a flight attendant" (SR40)

"Be a fashion designer" (SR45)

"A great military officer" (SR48)

"I want to be a flight attendant. " (SR89)

"I want to be a good baker." (SR99)

"I want to a chef." (SR106)

"To be a scientist." (SR 110)

2. Did it continue to be your dream until today?

"No more because my dream before lasted when I was in my elementary." (SR13)

"No. Because my dream now is to become an accountant." (SR15)

"No more because I was only a small child when I dreamed of it." (SR22)



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“Yes. My inspiration is my father who is also an engineer.” (SR125)

“Yes, because I really want to become an accountant like my Auntie.” (SR139)

“No more. Because it changed as I grew older po.” (SR 141)

“No. I changed it.” (SR199)

“Yes.” (SR200)

“I don’t not know.” (SR 201)

“Hindi na po. Kasi pambata lang po iyong dati.” (No more. Because that was only when I was a kid.) – SR 203

3. Until when, that you dreamed of your dream job? (For those who answered NO)

“When I was in Grade 5.” (SR36)

“When I was 9 years old.” (SR42)

“When I’m in Grade 6.” (SR86)

“When I’m in Grade 4.” (SR 124)

“When I was in Grade 5.” (SR 141)

“When I was 10 years old.” (SR152)

“When I was in Grade 6 po.” (SR 199)

4. Try to recall the career which you want to have when you are still in Grade 7. What was it?

“Ang naaalala ko po ay maging doctor.” (As I remember, I want to become a doctor -SR140)

“Hindi ko po alam kasi hindi pa pumasok sa isip ko ang tungkol sa mga trabaho na gagawin ko balang araw.”



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5. Did your parents tell you on what career to pursue in the future?

(Not yet because that time I do not think of any kind of work yet - SR156)

“Wala pa pong seryosong career ang inisip ko noon.” (I do not think of a serious career then - SR172)

“May mga iniisip na po ako dati pero parang hindi ko pa sineryso kasi sa tingin ko’y bata pa ako masyado.” (I thought of several careers before but I think I’m still too young to concentrate about those things yet. (SR179)

“Opo Sir. Si Mama po ang may gustong maging business woman ako. Sa katunayan po ang gusto ko’y maging Accountant.” (Yes Sir. My mother was the one told me to become a business woman but in fact, I want to an accountant - SR 189)

“No Sir because they respect what I want to get in college.” (SR193)

“Yes Sir. Para matulungan daw nila akong ipasok kapag nag-retire na sila sa serbisyo.” (Yes Sir so that my parents can help me in my employment before retiring – (SR201)

6. What about the career that you want when you’re in Grade 8?

“Nagsimula pong mangarap ako na maging abogado.” (I started dreaming of becoming a lawyer - SR212)

“Marami po akong gusto noong Grade 8 ako. Gusto ko pong maging Accountant, Pulis, at Teacher.” (When I was in Grade 8, I want to become an accountant, policeman, and teacher -SR222)

“Ninais ko pong maging teacher kasi teacher po ang mother ko.” (I want to become a teacher because my mother is a teacher too - SR230)



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7. Did your career interest
in Grade 8 continue until
your Grade 9 level?
Table 13 cont.

“I learned to love Accountancy.” (SR276)

***“Yes. Since Grade 8, I have already decided to
pursue engineering.” (SR282)***

***“Gusto ko pong maging pulis ngunit ang gusto
ng mga magulang ko ay maging teacher po
ako.” (I really want to become a policeman but
my parents insist that I become a teacher -
SR294)***

8. At present, what is your
preferred career?

“I want to be an engineer.” (SR299)

“I want to an accountant.” (SR301)

“I wish to become a doctor.” (SR303)

“I want to become a teacher.” (SR310)

***“I plan to pursue a degree in Business
Management.” (SR312)***

9. What about at present?
Now that we have a new
curriculum, what track will
you enroll in the Senior
High School Program?

***“Hindi ko pa po alam.” (I still do not know -
SR 122)***

***“Nalilito pa po ako.” (I am still confused -
SR124)***

***“Depende po sa i-eenroll ng friends ko.” (It will
depend on what track my friend will enroll -
SR315)***

***“Since I plan to pursue a degree in
Engineering, mag-enrol po ako sa STEM.”
(Since I plan ti pursue a degree in Engineering,
I will enroll in STEM - SR395)***

Legend: **SR (Student-Respondent)**



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Appendix S.

Sample school administrators' and guidance counselors' responses to the interview guide

Positive Responses	Negative Responses
<i>"The career guidance week serves as a discovery tool in the junior high school in terms of their career orientations."</i>	<i>"The career guidance activities every July of the school year are not enough to monitor the career interests of the students"</i> (AR-3)
<i>"Career guidance week is regularly observed every July of the school year."</i>	<i>"Career guidance week is haphazardly done."</i> (AR-13)
<i>"Homeroom advisers find time to monitor students' career orientation."</i>	<i>"Homeroom time is not always used in career guidance and counselling"</i> (AR-19)
<i>"Regular trainings are given to guidance staff to upgrade their counselling skills."</i>	<i>"Trainings intended for the guidance staff are not always in career guidance and counselling."</i> (AR-5)
<i>"Regular career talks are employed towards the end of the school year through different colleges and universities."</i>	<i>"Career talks are exclusively addressed to graduating students (old curriculum). No exclusive career talks are delivered to Grade 10 students."</i> (AR-30)
<i>"The career guidance week every July is a sort of enjoyment for junior high school students in wearing the attires of their preferred career in the future."</i>	<i>"The intended government agencies stipulated in the DepEd order does not come to conduct career guidance activities every July."</i> (AR-11)
	<i>"Hindi rin natutupad sa actual field ang true essence ng career guidance program."</i> (AR-1)
<i>"When I Have time, I conduct home visitation to talk to the parents of the students. However,</i>	



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*it seems that some parents are not
really interested to know their
child's career orientation."
(AR-43)*

*"Our school conducts career
orientation to parents but not all
parents do participate in the
activity." (AR-2)*

Legend: **AR (Administrator-Respondent)**



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Appendix T.
Validation instrument and result of the crafted DCGP

**ASSESSMENT CHECKLIST FOR CONTENT VALIDATION OF THE
DEVELOPMENTAL CAREER GUIDANCE PROGRAM FOR JUNIOR HIGH SCHOOL**
(Adapted from Libranda (2004), Hernandez (1999), Salvador (2005), and Rivera (2011))

OUTSTANDING (O), HIGHLY SATISFACTORY (HS), SATISFACTORY (S), NOT SATISFACTORY (NS), NEEDS IMPROVEMENT (NI)

CRITERIA	O 5	HS 4	S 3	NS 2	NI 1	Comment/s
A. OBJECTIVES						
1. Clearly stated	/					
2. Are attainable and measurable	/					
3. Are expressed in terms of competencies	/					
B. CONTENT						
4. Provides activities in the intended career interests of students	/					
5. Is relevant to the career developmental needs of students	/					
6. Provides sufficient activity matrix to achieve program objectives	/					
7. Features comprehensive set of career developmental activities	/					
C. ORGANIZATION						
8. The program design is simple and easy to follow	/					
9. Instructions are clear and concise	/					
10. There is systematic sequencing of the activities and interventions	/					
11. The program design provides progression and consecutive depth of activities specific to every grade level	/					
12. The program design is presented with specific format	/					
13. The program design provides adequate plan of action and ideal set of interventions for every grade level	/					
14. Intervention schemes are relevant to the objectives	/					
D. MATERIALS AND RESOURCES						
15. Variety of activities are presented for every grade level	/					
16. Activities provided are fitted to the program objectives	/					
17. Additional support system is utilized to boost career guidance service	/					
E. EFFECTIVITY						
18. The program can be used to guide students decide on suited career tracks	/					
19. The program design involves the students active career hunting through appropriate interventions	/					

CAREER INTERESTS OF JUNIOR HIGH SCHOOL STUDENTS
TOWARDS THE CRAFTING OF A DEVELOPMENTAL
CAREER GUIDANCE PROGRAM

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20. The program design utilizes practical application	/					
21. The program design can motivate participatory career development among students.	/					
OVERALL RATING						5
OVERALL VERBAL DESCRIPTION						0


RHODORA G. DIONISIO
Name and Signature
GUIDANCE COUNSELOR
Position/Designation

Date: FEB. 8, 2018
LSR
Office and Office Address



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**ASSESSMENT CHECKLIST FOR CONTENT VALIDATION OF THE
DEVELOPMENTAL CAREER GUIDANCE PROGRAM FOR JUNIOR HIGH SCHOOL**
(Adapted from Libranda (2004), Hernandez (1999), Salvador (2005), and Rivera (2011))

OUTSTANDING (O), HIGHLY SATISFACTORY (HS), SATISFACTORY (S), NOT SATISFACTORY (NS), NEEDS IMPROVEMENT (NI)

CRITERIA	O 5	HS 4	S 3	NS 2	NI 1	Comment/s
A. OBJECTIVES						
1. Clearly stated		✓				
2. Are attainable and measurable		✓				
3. Are expressed in terms of competencies		✓				
B. CONTENT						
4. Provides activities in the intended career interests of students		✓				
5. Is relevant to the career developmental needs of students		✓				
6. Provides sufficient activity matrix to achieve program objectives		✓				
7. Features comprehensive set of career developmental activities		✓				
C. ORGANIZATION						
8. The program design is simple and easy to follow		✓				
9. Instructions are clear and concise		✓				
10. There is systematic sequencing of the activities and interventions		✓				
11. The program design provides progression and consecutive depth of activities specific to every grade level		✓				
12. The program design is presented with specific format		✓				
13. The program design provides adequate plan of action and ideal set of interventions for every grade level		✓				
14. Intervention schemes are relevant to the objectives		✓				
D. MATERIALS AND RESOURCES						
15. Variety of activities are presented for every grade level		✓				
16. Activities provided are fitted to the program objectives		✓				
17. Additional support system is utilized to boost career guidance service		✓				
E. EFFECTIVITY						
18. The program can be used to guide students decide on suited career tracks		✓				
19. The program design involves the students active career hunting through appropriate interventions		✓				

CAREER INTERESTS OF JUNIOR HIGH SCHOOL STUDENTS
TOWARDS THE CRAFTING OF A DEVELOPMENTAL
CAREER GUIDANCE PROGRAM

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20. The program design utilizes practical application		✓				
21. The program design can motivate participatory career development among students.		✓				
OVERALL RATING						4.0
OVERALL VERBAL DESCRIPTION						HS

JANICE R. AGBAYANI
Name and Signature
GUIDANCE COUNSELOR DESIGNATE
Position/Designation

Date: 02/06/18
GEN. EMILIO AGUIBALDO NHC / GEN. AGUIBALDO RAMON, LCR
Office and Office Address



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**ASSESSMENT CHECKLIST FOR CONTENT VALIDATION OF THE
DEVELOPMENTAL CAREER GUIDANCE PROGRAM FOR JUNIOR HIGH SCHOOL**
(Adapted from Libranda (2004), Hernandez (1999), Salvador (2005), and Rivera (2011))

OUTSTANDING (O), HIGHLY SATISFACTORY (HS), SATISFACTORY (S), NOT SATISFACTORY (NS), NEEDS IMPROVEMENT (NI)

CRITERIA	O 5	HS 4	S 3	NS 2	NI 1	Comment/s
A. OBJECTIVES						
1. Clearly stated	/					
2. Are attainable and measurable	/					
3. Are expressed in terms of competencies	/					
B. CONTENT						
4. Provides activities in the intended career interests of students	/					
5. Is relevant to the career developmental needs of students	/					
6. Provides sufficient activity matrix to achieve program objectives	/	/				
7. Features comprehensive set of career developmental activities	/					
C. ORGANIZATION						
8. The program design is simple and easy to follow	/	/				
9. Instructions are clear and concise	/					
10. There is systematic sequencing of the activities and interventions	/					
11. The program design provides progression and consecutive depth of activities specific to every grade level	/					
12. The program design is presented with specific format	/					
13. The program design provides adequate plan of action and ideal set of interventions for every grade level	/					
14. Intervention schemes are relevant to the objectives	/					
D. MATERIALS AND RESOURCES						
15. Variety of activities are presented for every grade level	/					
16. Activities provided are fitted to the program objectives	/					
17. Additional support system is utilized to boost career guidance service	/	/				
E. EFFECTIVITY						
18. The program can be used to guide students decide on suited career tracks	/					
19. The program design involves the students active career hunting through appropriate interventions	/					



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20. The program design utilizes practical application	-					
21. The program design can motivate participatory career development among students.	-					
OVERALL RATING						4.86
OVERALL VERBAL DESCRIPTION						HS

REYALYN ANTONIO RIM
Name and Signature
SCHOOL PSYCHOMETRICIAN
Position/Designation

Date: FEBRUARY 5, 2018
ST. JOHN BERCHMAN HIGH SCHOOL
Office and Office Address



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Appendix U.
Certification of Text Editing

CERTIFICATION

This document certifies that the contents of this Dissertation authored by Jurgen T. Pasion was edited for proper English language, grammar, punctuation, spelling and overall style.

Signed this 19th day of March, 2018.

Annie T. Pasion
Alumni, University of Santo Tomas 2003



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The National Center for Teacher Education

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Mother: Victorina Toledo Pasion

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Doctorate Degree Doctor of Philosophy
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Aurora, Alicia, Isabela 2018
Master's Degree Master of Arts in Education
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Bugallon, Proper, Ramon, Isabela, 1991-1995
Elementary Ramon Central School
Centro, Ramon, Isabela, 1986-1991



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Eligibility

Professional Teacher

Licensure Examination for Teachers
August 2000
Tuguegarao City, Cagayan

Work Experiences

2000 – 2005

Classroom Teacher
JET Montessori School of Ramon, Inc.

2006 – 2008

Head Teacher
JET Montessori School of Ramon, Inc.

2009 – 2014

School Principal
JET Montessori School of Ramon, Inc.

2015 – Present

School Director
JET Montessori School of Ramon, Inc.

Membership in Associations/Organization

- Private Schools Association of the Philippines - Member
- Isabela Private School Teachers and Administrators Association - Member
- Ramon Municipal Peace and Order Council – Officer (2015-present)