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The Development of Quality of School Career Guidance Scale (QoSCGS)

A Special Project Submitted to the Faculty of the College of Graduate Studies and

Teacher Education Research of the Philippine Normal University

In Partial Fulfilment of the Requirement for the Degree Master of Education

in Educational Measurement and Evaluation

DOMINIQUE T. RIVERA

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ABSTRACT

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Title : The Development of Quality of School Career
Guidance Scale (QoSCGS)

Key Concept : Career Guidance, Quality, Scale Development

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The present study developed a scale that measures the quality of school career guidance services by integrating the concept of quality as conformance to standards and the Model of Competency-based Career Guidance Standards adapted from the proposed National Standards for School Counselling Programs in the Philippines (Salazar-Clemeña, 2010). The Quality of School Career Guidance Scale (QoSCGS) consists of six factors namely: (1) developing career awareness; (2) developing employment readiness; (3) acquiring career information; (4) identifying career goals; (5) acquiring knowledge to achieve career goals; and (6) applying skills to achieve career goals. The scale was pre-tested to 539 junior high school students.

The analysis of the standardized regression weights indicated the items in all subscales are valid and measures what it intends to measure while the results of the Confirmatory Factor Analysis showed acceptable level of goodness of fit of the six-factor model in 7 out of 9 criteria suggesting that the hypothesized model has an over-all acceptable structural validity. These were further supported by the Cronbach's Alpha estimates that revealed high consistency of items while convergent validity indicated that all factors are significantly correlated. The QoSCGS may serve as a valuable instrument for assessment and evaluation specialists, guidance practitioners, and policy makers in evaluating and enhancing the current career guidance advocacies to support the on-going educational reforms in the country.

CHAPTER I

THE PROBLEM AND LITERATURE REVIEW

This chapter presents the background of the study, review of literature, conceptual framework, purpose of the study, limitations, and definition of terms.

Background of the Study

Career development is a lifelong process. People in their process of career advancement come to understand themselves as they relate to the veracity of the realm of work through their accumulated knowledge and skills. Career guidance programs in schools have continuously championed honoring diversity by supporting fair educational opportunities for learners to hone them in matching their individual potentials, interests, abilities, and aptitudes (Salleh, 2010). In the process, career planning helps learners in the realization of the things they value most (*e.g.* family, money, prestige, service) and the options that they have to improve their skills and aptitude which will significantly influence their future and will surely have a lifelong impact in their career.

Towards this end, schools all over the world have expanded their capacity to provide support to career guidance service and life planning education for their students. In China, Guan, Capezio, Restubog, Read, Lajom, and Li (2016) have

examined the role of traditional beliefs in the indirect relationship to parental support, career-decision making self-efficacy, and career adaptability. In Malaysia, Salleh (2010) highlighted the potentials of current career guidance practices in relation to the diverse culture of learners in their local setting and the challenges it is facing. Many more efforts in relation to the historical development of career counselling have been done since time immemorial to provide assistance and avoid poor decision making that is caused by deprived amount of awareness of one's self and acquisition of career related information leads (Salazar-Clemeña, 2002; Gaffner & Hazler, 2002).

In the Philippines, the Department of Education through the enhanced Basic Education (E-BEC) or K to 12 program has intensified the integration of Career Guidance Program and Career Advocacies that aims to help the younger generation in making informed choices regarding their senior high school track or career path. Republic Act No. 10533, provided exemption from Section 27 of Republic Act No. 9258 or the Guidance and Counselling Act of 2004 to career guidance advocates who are not licensed guidance counsellors to provide career advocacy activities with learners from the junior high school level, provided that the education department shall conduct proper training for these advocates to enhance their skills and assure proper delivery of programs. This has been reinforced through DepEd Order No. 41, s. 2015 and other career guidance related programs which aims to assist junior high

school students in making informed decisions on their choice of senior high school track and promote awareness in the importance of choosing a track that suits their skills and interests that match the available resources and needs of the society.

Moreover, career guidance of the Department of Education includes homeroom discussions on embarking on self-awareness (examining one's self or self-information), examining the destination (exploring the possible career path), and charting your own course (making informed choices). Career pathways, career guidance practices improvement, inclusion of specific career guidance topics to *Edukasyon sa Pagpapakatao* and integration across all subject areas are part of strengthening the efforts to holistically improve the decision making skills of the learners (DepEd Order No. 41, s. 2015).

Although many steps have been done about improving the delivery of career guidance, these may not be enough in assuring the quality of the delivery of these services. Some of the efforts was made through the development of internationally acknowledged career assessment instruments such as the Career Factor Inventory (CFI) (Chartnard, Robbins, & Morrill, 1997), Career Related Parental Support Scale (CRPSS) (Turner, Alliman-Brisett, Lapan, Udipi, & Ergun, 2003), and Career Adaptability Scale (CAAS) (Savickas & Porfeli, 2012) that have supported the career development providers to understand students' career decisions, attitudes, and

behaviors. In the Philippines, some studies were done in the areas of career interest and preferences (Mañibo & Lopez, 2014; Pascual, 2014), ICT as tool in career counseling (Vinluan, 2010), intervention for career indecisiveness (Datu, 2013), and challenges in career counselling (Salazar-Clemeña, 2002), evaluation of guidance programs (Matibag, 2012; Leyesa, 2007; De Guzman, 2000) but review of related literature did not find studies that aimed to develop an assessment tool that will measure the quality of career guidance services in particular. This may be attributed to the difficulty in measuring how exceptional is the features of the delivery of the career guidance services since there is no established national standards or model being used in the country and there are no specific policies mandating schools what standards to follow. This situation creates disparities of career guidance framework among the different learning institutions which leads to different approaches and variability, making it hard for the education department to assess the effectiveness of career guidance advocacies in the country in relation to the on-going educational reform.

Furthermore, quality has been said to be the most vital variable prompting consumers' awareness of value and defined by the service industry as the outcome of a process where the consumer associates his expectations with the service he has received (Aagja & Garg, 2010; Yongesh & Satyanarayana, 2012). In most researches, assessment of quality focuses on service quality, emphasizes on

components such as service delivery, tangibility, reliability, assurance, and technical quality (Jain & Gupta, 2004; Aagja & Garg, 2010). However, the quality of services in the education field is challenging to assess compared to other commerce since it is not limited to ways of delivering the service but it calls for greater purpose (Tsinidou, Gerogiannis, & Fitsilis, 2010). Hence, the measure of quality of school career services shall go back to the primary goal of learning institutions, that is, the provision of quality education based on existing standards, thereby, allowing learners to be flexible to the different situations in life after formal schooling.

In order to achieve and maintain exceptional education services in the area of career guidance, a tool to quantify the quality of the said services is very essential. It is in this light that the present study was conducted with the primary aim of developing and validating a scale to measure the quality of school career guidance. This progress shall encourage more assessment and evaluation practitioners in the field of education and career guidance to develop new validated tools which can be used in the quality assurance process in field of the noblest profession.

Literature Review

Concept of Quality

The measure of quality and service quality has always been a major concern by many researchers and authors throughout the service-based industries all over the world. However, despite the vast published literature on this matter, the absence of validated scales to measure quality of career services is very evident that usually to either using unreliable scales that fails to address the need for assessment or doing a costly impact assessment process (Engelland, Workman, &Singh, 2000).

Tsinidou, Gerogiannis, and Fitsilis,(2010) argued that quality in the educational setting is hard to assess given that is it expected to provide a transformative mechanism to holistically improve the learners' outlook, behavior, or status. This idea can be explained through the value added approach, one of the three approaches to measure program outcomes by Jennings, 1989 (as cited by Engelland, et al., 2000). In this approach, education services are expected to enhance the knowledge, attitudes, and behaviors of learners alongside the realization of educational goals.

Another method known as the career success approach, focuses on the service received by the learner and its effects to his future career progress. This process is measured using several career indicators such as compensation level, promotions received, and career trajectory curve. Likewise, the impact approach is

an assessment of how the education services provided by the school to the learners influence the relative success of the institution.

These three methodologies may provide a comprehensive assessment of quality of education services and outcomes. However, the first approach connotes a challenging task to develop a metric that will assess the transformative capacity of education program which is relative on how institution gives importance to the value added quality of the service while the other two approaches offer a less directly linked results to current quality of education services, thus, may not provide a beneficial assessment of the present state of education program quality.

Green (1994) believes that it would be a waste of resources to restrict the definition of quality in a single viewpoint since its definition hinges on the different focus and priorities of stakeholders. Though she argued that it is like unlikely to give a single definition, she offers several views on how to delineate this elusive term. These notions include:(1) quality as a notion of exclusivity; (2) quality as attaining clientele's stated or implied needs; (3)quality as fitness for purpose or objective; and (4) quality as conformance to standards.

Exclusivity is a traditional concept to measure quality as having a tremendously high standard. In education services in the Philippines, only few

schools are considered to have exemplary level of quality compared to the schools where most learners got to, hence, it cannot provide a good measure for quality of school career guidance services.

Attaining clientele's stated or implied needs as a definition of quality, although consumer oriented, does not fit very well in educational institution. The first thing that has to be considered is the identification of whose clientele's need will be addressed? Should we consider the parents' needs as the immediate necessities to be addressed or is it the learners' wants? But how do we know what the students' needs are?

Another concept of quality lies on the appropriateness to its given purpose or usefulness in realizing objectives. Purpose is relative. In the education setting, it is a developmental idea that changes over time. Also, purpose is a very broad term, to measure the purpose of an education service calls for a full blown evaluation which would require plenty of time and financial resources.

On the other hand, conformance to standards offers a sounder definition of quality. While standards in other service-based commerce may refer to the specifications of the manufactured products, education institution views this as the competencies that students are required to imbibe during the learning process. These

are knowledge, skills, attitudes, and behaviors that they learn through reading, lectures, role plays, experiments, and all the other activities that are provided to them in the school.

Quality Assessment in School Guidance

The many arguments have prompted researchers in service-based industries to develop scales to measure quality of school career guidance based on existing literatures, models, and standards.

SERVQUAL, a scale originally developed by Parasusaram et al., (1988, 1990) is one of the most widely used scales to measure quality in service-based trades; the 22 item parallel questions, with a total of 44 item scale intends to measure quality (Q) as the difference between clienteles' expectations (E) on the services delivery and their perception (P) on the provided service performance(*formula: E – P = Q*) through the different unique indicators namely tangibles, reliability, responsiveness, assurance, and empathy (Asubonteng, McCleary, & Swan, 1996; Engelland et al., 2000; Carrillat, Jaramillo, & Mulki, 2008; Aagja & Garg, 2010; Vanpariya & Ganguly, 2010; Adil, Ghaswyneh, & Albkour, 2013).

The ServQual has been used in many different service-based sectors, but these applications have resulted in disagreements as to the number of dimensions of service quality and relationship concerning whether quality leads to satisfaction or if satisfaction leads to quality (AsubontengMcCleary, & Swan, 1996). It shall be noted that when using the original ServQual in other commerce, researchers shall make certain modifications to the scale and test its validity and reliability to better establish its utility (Yu, Hong, Go, & Wang, 2008).

In the education sector, Engelland et al. (2000) modified the ServQual Scale in such a way that it fits to the purpose of measuring the quality of career services provided by learning institutions. In this study, perception as to what quality in career services means were gathered through phone interview with nine Campus Service Centers (CSC) Directors. The same respondents were also asked about the strategies in elicitation techniques, quality assessment efforts, and the preferred qualities they wish to have in their respective centers. This initial stage affirmed that the original 5 dimensions of the ServQual represents the factors being considered by career service providers. Likewise, follow up questions resulted to increase the number of indicators per factor. A total of 50 additional items were identified.

Respondents for the tryout were purposively selected as students with prior experience in using campus career services and 10 administrators from 3 different

universities. A total of 262 responses were used in the exploratory analysis, 237 was used for the validation, while all the 10 “administrators” questionnaire was also included. The first questionnaire, which includes the original items from ServQual and the additional 50 indicators were analyzed and purified to produce the revised questionnaire.

The second questionnaire was administered to different student-respondents from the same universities. A gap analysis students’ and administrators’ responses was made using the results of the revised instrument. Five gaps were identified, these are as follows: (1) gap between expected service and management perception of consumer expectations; (2) gap between service-quality standards and management perception of consumer expectations; (3) gap between service delivery and service-quality standards; (4) service delivery and external communications to customers; and (5) gap between expected service and perceived service.

The scale was also subjected to test for reliability using alpha and beta coefficients and factorial validation using exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). Results of the EFA revealed excessive factor loading among items, thereby suggesting that the items do not measure construct they are supposed to measure. Consequently, CFA results showed that the hypothesized model does not have a good fit with standardized root mean residual of .083 which is above the preferred estimate of .050 and a GFI value of .84 which is

below the desired value of .90. Furthermore, the researchers found out through beta coefficient of tangibles and empathy subscales have a value of .187 and .481 respectively, (below the desired value of .50) which suggests that the measure is unbalanced. Because of low reliability and inconsistent validity, the scale underwent item purification process where the poor performing items were subsequently eliminated. After the purification process, the Engelland et al. (2000) derived a 17 item modified ServQual for CSC with improved reliability and validity measures that obtained desirable indices.

The study of Engelland, et al. (2000) provides a benchmark in assessing the quality of career services, however, it is only focused on the development of a scale that measures the service quality provided by career service centers, *i.e.* if the delivery of service matches the learners' expectations, and does not provide a measure how the services provided improved the competencies of the learners when it comes to making sound career decisions.

Another research by Multon and Lapan (1995) suggests a different approach to measure the quality of school career and personal guidance curricula. In this study, the researchers developed a self-report scale known as the Guidance Competency Evaluation Scale (GCES) based on the Career Competencies of the 1989 Comprehensive Guidance Program of the Missouri Department of Elementary

and Secondary Education (MDESE). Competencies of the program as developed by experts (Gysbers Hughey, Starr, & Lapan, 1992 as cited by Multon & Lapan, 1995). The career guidance program competencies of the MDESE is divided into three domains namely: (1) Career Planning & Exploration; (2) Knowledge of Self and Others; and (3) Educational and Vocational Development. Career planning & exploration domain deals with competencies involving career preparation, knowledge on gender issues involving career planning, decision making for college preparation, high school courses selection, and leisure time management; knowledge of self and others domain have competencies dealing with learners' growth thru understanding and accepting oneself, drug prevention, marriage and family life; educational and vocational development domain on the other hand, deals with competencies on how to improve learners' learning and study skills, work related skills, job-seeking skills, decision making and career preparation, and consumer/homeowner skills (MDESE, 1989 as cited by Multon & Lapan, 1995).

The GCES contains 106 competencies that were randomly assigned in the scale. The statements were written in a self-report statement and learners were asked to rate themselves as to how they can effectively perform each item based on a 5-point level Likert Scale (1 - very low level of confidence to 5 – very high level of confidence). The results of data analysis using Exploratory Factor Analysis (EFA)

showed a strong evidence supporting the hypothesized three-factor model based on the MDESE 1989 Model although some items revealed cross-loading of items.

Generally, the concept used by Multon and Lapan (1995) can provide a comprehensive analysis of how the learners see themselves in accomplishing or performing the different competencies indicated in their guidance curricula. The self-efficacy theory of Bandura (1977) used in this study (as cited by Multon & Lapan, 1995) truly reflects a careful selection of methodology to create a practical mean to gather education outcome data which are needed to better improve the state of school career guidance, nevertheless, this approach has an indirect relation to the delivery of career guidance services since the learners were only asked to give their idea as to how confident they are in performing the competencies which do not involve how guidance personnel or counsellors taught them about the competencies. This leads us to think whether high level of confidence of students in performing the comprehensive guidance competencies would mean effective and efficient guidance programs or it might be a result of priori experience of the learners from outside of formal schooling.

In the Philippines, local researchers usually conduct studies on evaluation of guidance programs either by adopting instruments that were developed by other

researchers or by devising a self-made instrument that would only undergo content validation.

Leyesa (2010) in her study on the evaluation of the guidance program of a secondary school in Metro Manila, adopted the Guidance Evaluation Questionnaire by Imelda V.G. Villar to evaluate the existing guidance program and provide recommendations for program enhancement. The evaluation process was participated by the different stakeholders of the school including the administrators, teachers, and students. Responses by the different groups of participants were treated separately to arrive at descriptive estimates and were later on compared for difference using analysis of variance.

The evaluation instrument by Villar (2007) was devised to determine the ability of the guidance program to meet the needs of the clientele wherein the respondents were asked to rate the personnel, facilities, and delivery of services (as cited by Leyesa, 2010). Part I of the questionnaire focuses on the counsellor wherein the students were asked who their assigned counsellor is, the length of time he was assigned to the counsellor, the number of times of visit made with the counsellor, reasons of visitation, and the over-all satisfaction with his/her encounter with the counsellor.

Part II of the questionnaire assesses the satisfaction of the stakeholders on the different aspects of the guidance program in terms of program administration (*e.g.* effectiveness of development, coordination, and implementation of guidance program), information (*e.g.* dissemination of curricular offerings, occupational-vocational information, implementation of career-orientation activities), assessment (*e.g.* data collection and profiling of clients, explaining the results of tests to help clients understanding of values and aptitudes, uses data for planning of programs and activities), placement (*e.g.* proper placement of students course, program, or grade level), consultation (*e.g.* assistance to teachers in the integration of guidance program in classroom instruction, relating students' information to parents, consultation to parents and teachers to understand students' behavior), counselling (*e.g.* provision of counselling for all, calls potential clients identified as having a need, plans group counselling session), research, evaluation, and follow-up (*e.g.* conducts researches to determine effectiveness of services, uses results of tests and non-test data to better respond to needs and concerns), public relation (*e.g.* promotes positive parent-school-community activities, publicizes different guidance activities) professionalism and ethical standards (*e.g.* respects the dignity and worth of every individual, demonstration of good human relation).

Part III reflects the evaluation to the satisfaction of clients' experience with the available guidance facilities of the school (*e.g.* comfortability, privacy,

ventilation, lighting) while Part IV is for the respondents' comments and suggestions to improve the guidance services of the school.

The given evaluation tool is very comprehensive and encompasses the different aspects of guidance program in general. It also includes career guidance components integrated in the different subsection of the evaluation tool. Nevertheless, the career component of guidance program in the instrument is evaluated in a very broad perspective and is not specific in the competencies the learners should be acquiring. Also, other items in the questionnaire are prone to be answered in biased perspective of the respondents because it may not reflect their own experience with the guidance office and they may not be aware of those instances. For example, the students may not really know if the guidance office does really collaborate with teachers in the integration of the guidance program in classroom instructions).

Similarly, Magtibag (2012) evaluated a grade school guidance program in private institution outside Metro Manila, to propose a modification for the program. The evaluation utilized Provus' Discrepancy Model wherein the researcher compared the actual guidance program and the governing standard of the program, to determine discrepancy evidence and identify the weaknesses of the program. The researcher used a survey form that was adapted from the Philippine Accrediting

Association of Schools, Colleges, and Universities (PAASCU) guidelines. The instrument was pre-tested to 33 respondents (25 learners and 8 teachers) to test its intelligibility and was later on answered by 50 students and 50 teachers on the actual evaluation.

The instrument of Matibag (2012) reflects evaluation of the different components of school guidance program in terms of Framework and Delivery of Guidance Services. Framework includes conceptual framework (*i.e.* general and specific objectives) and structural framework (organization and administration). Delivery of guidance services is composed of counselling services, testing and measurement services, enrichment/homeroom services, individual inventory services, information services, research and evaluation services, and placement and follow-up services.

Although the instrument of Matibag (2012) covers a comprehensive scope for guidance program evaluation, it reflects assessment items that are more comprehensible by experts and not of students. Moreover, since the instrument is intended for entire guidance program, the focus on career guidance does not give emphasis to specific competencies but rather only on general capabilities of the program to deliver services related to career development.

Moreover, De Guzman (2000) conducted an evaluation of the implementation of the old Revitalized Homeroom Guidance Program (RHGP) Curriculum in the secondary level. The instrument used in the study was devised by the researcher based on the RHGP Manual. It was supposed to measure the different components of the delivery of the curriculum in terms of attitudes towards objectives, contents, materials, reaction, perceived effect, medium of instruction, implementation, willingness and affective quality, and training. Content validation was the only measure used in validating the instrument.

The instrument of De Guzman (2000) is composed of 56 items. Majority of which reflect the perception of the respondents on the delivery of the RHGP curriculum. However, it contains very few career guidance related items and may not be able to echo the career development advocacies of the RHGP curriculum in terms of quality in the delivery.

Another study was conducted by Dela Cruz (2013) that assessed the needs of freshmen college students in a suburban college in Luzon. The researcher adapted an instrument for needs assessment survey originally developed by Imelda V.G. Villar. The instrument is composed of 20 items equally divided into 5 components on self-development, studies, social relationship, family, and career development.

The assessment tool used by Dela Cruz (2013) dedicates 4 items on assessing career development needs of the students. Items ask about the respondent's needs to explore careers that would fit his skills and traits, his career/occupational interests, changing pattern of career in relation to gender, and need to have actual experience on the career that he'd like to pursue. Although the items for career guidance are made to mirror the students' needs, the very few numbers of item on the topic might also limit the perspective of the researcher in terms of specific competencies needed by the students, hence, limiting the enhancement that shall be done to the program being offered in the school.

The gaps on these studies relevant to assessing career guidance programs suggest that a more specific tool should be developed in order to better assess the status of career development services of the school that shall serve as baseline in enhancing existing programs. Additionally, the gaps also affirm that the best person to assess and evaluate programs is none other than the primary clientele (learners) who receives the service. The instrument shall be based on the competencies and its effect to the learners rather than delivering the services which may not always emulate the quality students learning.

School Career Guidance and Standards

Career guidance standards serve as one the backbones of education services being provided by the guidance office. Clear standards reflect robust intentions of the school to develop career planning competencies of the learners that will enable them in making sound career decisions as well as their reflective ability to face challenges of the actual world after formal schooling.

Maze and Ahn (2013) re-echoed several perspective of career guidance in 8 Asian countries and the US based on the 25 presentations of career professionals in the 2013 Asia Pacific Career Development Association Conference. One of the highlights of Korea's career guidance is the rapid increase of career advisors in schools, the use of CareerNet which is a computerized career guidance program, and establishments of career centers for adults. Korea's level of degree holder is at 80%. The highly educated level of their population, though it indicates a good performance of government in providing educational needs, suggests a weak point of career planning services. This situation causes extreme struggle among professionals to get a white collar job and violates the norm that not everyone is fitted to have a professional job especially when his interests and abilities relates more to skilled vocations.

The Maze and Ahn (2013) also described Japan's career guidance as more formidable compared to neighboring countries with over 37,000 professional career advisors and have resilient programs on credentialing and continuous improvements among career professionals. There were also several attempts to assess compatibility of Japanese cultures to career practices and theories from western cultures specifically the United States, This is one of the responses to the appeal to develop Japanese career counselling standards.

In Singapore, the changing social values have been attributed to more demands in career development programs and the shrinking number of population have led older population to stay beyond retirement age; other career related challenges in the country includes insufficient support, retooling of professional and skills, and workforce's focus on skills and interests instead of job and prestige; in response to the clamor of different stakeholders to provide professional trainings among career advisors, several learning institutions and centers started offering career counselling programs to answer the increasing needs (Wong, 2013; Maze & Ahn, 2013).

In the Philippines, career guidance integration has been more evident with the revisions of the former Values Education Curriculum that is grounded on moral fibers of the Filipinos to a philosophy based subject known as the Edukasyon sa

Pagpapakatao (EsP; no direct translation available, related to Personhood Education). The subject dwells mostly on the personhood and its connection to society. The EsP curriculum also intensified the incorporation of career guidance competencies across all levels in high school. It includes identification of learners' interest, talents, and capabilities, setting of goals and objectives, sound decision making, choosing a professional or vocational career, and value of education, leadership and working as a team-player, personal mission in life, local and global demands, preparation for future goals, and accountability to personal decisions and actions in life (DepEd K to 12 EsP Curriculum Guide, 2013).

Despite this career guidance integration in EsP, no national career framework has been established up to this date. Schools, especially privately owned institution, use frameworks that are designed to address career guidance needs that they reckoned as the real needs of their students. This has been a concern of school guidance professionals which led to the development of a proposed national standards for school guidance program in the country, the only framework that has been studied in a national scope by Dr. Salazar-Clemeña.

Salazar-Clemeña (2010) through a research grant from the De La Salle University and support from other private agencies, developed a proposed National Standards for School Counselling Programs in the Philippines. Her study used the

National Model of the American School Counsellor Association as springboard for this endeavor. The proposed model based the standards on the different areas of knowledge and behavior that are expected for guidance programs to develop to the learners. The model emphasizes content standards for students that are relative to the implementation of guidance programs with three major domains on academic, career, and personal-social development. Results of the study revealed that the domains are generally appropriate to the Philippine setting and that all of the competencies for each standard in each of the domains meaningfully mirrored its corresponding standards ($p < .05$).

Academic domain was described as behaviors reflecting the learners' aptitude to acquire and realize educational objectives while personal-social progress echoes personal and social growth as learners' transition from school to adult life. Likewise, competencies of the career development domain are focused on skills, attitudes, and knowledge that enable students to move successfully from school to the world of work, and from job to job across his life span. These include the following: (1) develop career awareness; (2) develop employment readiness; (3) acquire career information; (4) identify career goals; (5) acquire knowledge to achieve career goals; (6) apply skills to achieve career goals (Salazar-Clemeña, 2010).

Although this model has not been adopted by the education department as the national standards of the guidance program, it is the only existing framework that has empirical evidence for its relevance to the new trends of career development. More so, the model includes competencies covering transitions from formal schooling to the world of work and from one profession to another. These competencies provide a more in-depth and pragmatic approach in career development which is far from the old concept of “job for life” and memorization of theory and beliefs without categorical understanding of its practical application of concepts.

Conceptual Framework

Figure 1 presents the conceptual framework of the study integrating the concept of quality as conformance to standards and the model of competency-based career guidance standards.

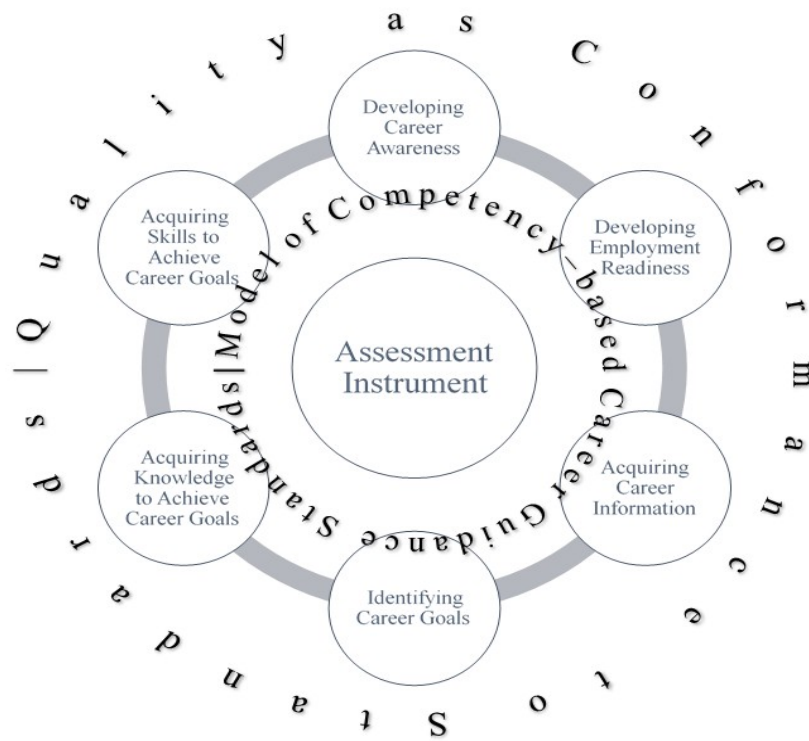


Figure 1. *Conceptual Framework of the Study*

Empowering school guidance counsellors and personnel to perform their basic task of improving learners' career related competencies can be achieved through the use of standardized assessment instrument based on existing guidance model, framework, or standards that will measure the effectiveness of the delivery of

guidance services. Reflecting on the available literatures on quality, assessment scale to measure service quality, and standards and framework of career services, it has been decided that integration of concept of quality as conformance to standards (Green, 1994) to the career domain competencies of the proposed National Standards for School Counselling Programs in the Philippines (Salazar-Clemeña, 2010), referred to as the Model of Competency-based Career Guidance Standards, best fits to serve as the conceptual foundation in develop in an assessment instrument to measure the quality of school career guidance.

As seen in Figure 1, a hypothesized six-factor model was designed from Competency-based Career Guidance Standards Models composed of the following factors: (a) developing career awareness; (b) developing employment readiness; (c) acquiring career information; (d) identifying career goals; (e) acquiring knowledge to achieve career goals; and (f) acquiring skills to achieve career goals. All of these latent variables reflects the competencies expected to be acquired by the learners in a formal school setting through the different career programs and advocacies of the guidance office. These variables serve as the basis in quantifying the quality of career guidance in the present study. The conceptual framework of the present study abridges the more complex method of measuring quality of education service by determining specific fashion of service delivery coinciding the learnings that the students are receiving.

The concept of quality as conformance to standards characterize the major function of career guidance as an education service that provides support to the academic preparation of the learners in attaining its goal of quality education and producing 21st century learners. Conformance to standard serves as measurement or “yardstick” of value (Green, 1994) that describes the quality of an education service as well as the accountability of the stewards of the institution to deliver superior career guidance services. This concept can only be attained with the adoption of a specific specifications that will serve as a model in providing the services, in this case, the model of competency-based career guidance standards. The said standards were specifically selected in this study given its characteristic as the only established model that was proven to be nationally relevant through the study of Salazar-Clemeña (2010).

The concept of quantification of quality in the present study is a measure as to whether the school is able to carry out the competencies expected to be delivered viz-a-viz the model of competency-based career guidance standards which aims to enable the learners to make better decision on their forthcoming profession or vocation after formal schooling and to capacitate them on how to adapt in the working environment.

Statement of the Purpose

The present study aimed to develop a valid and reliable instrument to quantify the quality of the delivery of school career guidance.

Specifically, it intended to:

1. develop items to measure the perceived quality of school career guidance;
2. determine the internal consistency of these items using Cronbach's alpha;
3. establish the convergence of the latent variables and;
4. provide evidence of structural/factorial validity of the six factors of Quality of School Career Guidance Scale (QoSCGS).

Scope and Limitations

Although the present study specifically talked about the career guidance services being provided by the guidance office, it shall be noted that homeroom teachers and subject area teachers in the public school also serve as career guidance teachers since there are only limited number of guidance teachers/ EsP teachers handling big bulk of students (Carreon, 2017). Thus, results of administration of the QoSCGS may also reflect the performance of homeroom teachers and subject area teachers as guidance advocates who integrate career advocacies in their everyday

instructions. Moreover, assessing the current state of the school career guidance service of the school – respondent shall not form part in the discussions, descriptive estimates of the mean score of the results was only used in the presentation of the nature of the data.

Definition of Terms

The following terms were operationally discussed and defined in the process of the development of the QoSCGS.

Quality. The perceived quality based on conformance to certain standards or specifications.

Career Guidance. Education service that involves career development related activities and programs functioning under the school guidance office.

Model of Competency-based Career Guidance Standards. The model of career guidance adapted from the career domain competencies of the proposed national standards for school counselling program in the Philippines Salazar-Clemeña (2010).

Development. The development and validation process of the developed scale.

Hypothesized Six-Factor Model. The structural model used in the study anchored on the competencies of the career domain competencies of the proposed national

standards for school counseling program in the Philippines Salazar-Clemeña (2010).

One-Factor Model. The model that was used for comparison of the Six-factor model where all the factors of the hypothesized model were collectively added in a single latent variable.

Career Planning. The lifelong process of development of career choices in coherence with the individual's knowledge, skills, and preferences.

CHAPTER II

METHODS

This chapter describes methodologies of the present study as divided into two phases, the Development Phase and the Validation Phase. Development phase includes the search for appropriate content domain and scaling technique, item constructions, and ethical considerations in the development of the scale while the validation phase describes the item review process, revisions of items, try-out stage, and data analysis methods and procedures.

Development Phase

Search for Content Domain

Several factors were considered in selected appropriate content domain for this study. Although foreign models and standards for career guidance and school counselling are available such as the Revised Professional Standards for Australian Career Development Practitioners (Pryor, 2008) and American School Counsellor Association National Model (ASCA, 2005), no model has been tested in the Philippine context except for the one posed by Salazar-Clemeña (2010). This model, though generally anchored on the ASCA National Model, has its distinct features and is locally established in the national scale.

It is in this light that the factors used in the present study were anchored on the career domain's competencies of the proposed National Standards for School Counselling Programs in the Philippines by Salazar-Clemeña (2010). The standards of the career development domain included are divided into three groups to which every standard has two competencies. Standards A includes competencies that develop career awareness and develop employment readiness where learners are expected to get hold of the skills to examine the realm of work using their acquired knowledge on self-information in making informed career decisions. On the other hand, Standard B is focused on successful realization of future career objectives with fulfillment, competencies include acquire career information and identify career goals. Standard C is dedicated on students understanding of the connection of the world of work to their potential and abilities, formal education, and exposure, competencies consist of acquired knowledge to achieve career goals and apply skills to achieve career goals.

Scaling Technique

The scale made use of the Likert scale, the most broadly used and consistent scaling technique in social science researches aside from Guttman Scale and Thurstone Scale (Royeen, 1985; Parker, McDaniel, & Crumpton-Young, 2002). The researcher opted to have a 5-point level scale (5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly Disagree) that represents the responses for every

item. The directions of the scale read: “The Guidance Center/Office provides several career-related advocacies/programs through your guidance teacher/counsellor. Please rate the delivery of these programs/activities/services using the scale below:”

Item Writing

Items on the scale were constructed based on the Competency-based Career Guidance Standards Model. Each item developed was based on the most relevant items/indicator for high school level in the Philippine context of the proposed model. All items were written with no negatively worded statements to avoid confusion among the respondents. Items were also intentionally stated in declarative manner, this technique solicits more definitive response from the participants (Losby & Wetmore, 2012). The items in the different subscales were developed in such a way that it will quantify and reflect the guidance office’s effort of conforming with the standards of the school as they prepare the learners in making informed decisions about their career goals and objectives.

Subscale 1 is composed of items no. 1 - 5 corresponding to Salazar-Clemeña’s (2010) career domain’s competency *develop career awareness*, was named Developing Career Awareness. Items for these subscales were constructed on the premise that the statements should elicit the capacity of the career guidance program in developing learners’ knowledge of themselves viz-a-viz their career

outlook. Generally, the items described guidance teachers' effort to conduct diverse activities and orientation on skills development, career pathing, and career goal setting while emphasizing its alignment to their strength and field of interest. Sample items are "Our guidance teacher conducts awareness programs/trainings/activities to develop our skills" and "Our guidance teacher encourages me to develop my abilities in my field of interest."

Subscale 2 (items no. 6 - 10) corresponding to Salazar-Clemeña's (2010) career domain's competency *develop employment readiness*, was named Developing Employment Readiness. The items in this subscale focus on developing learners' ability to cope in a workplace environment that is very much different from the school setting. Statements for these items quantify the guidance teachers' efforts on activities relative skills development in employability, problem solving, management, and organization. Items also measure efforts to inculcate workplace readiness, values formation, developing positive attitude towards work, and the importance of decent work ethics. Sample items are "Our guidance teacher gives tips to develop positive attitudes towards work" and "Our guidance teacher manages learning opportunities to hone our management skills."

Subscale 3 (items no. 11 -15) corresponding to Salazar-Clemeña's (2010) career domain's competency *acquire career information*, was named Acquiring

Career Information. This subscale contains items that intend to gauge the delivery of guidance services in terms of reinforcing learners' capacity to relate career choices with their personal skills, interest, and abilities, acquiring helpful information through the use of technology and social media to address learners' need in career planning, similarities and differences between career options, face challenges set forth by career transitions. Sample items are "Our guidance teacher helps to relate my current career choice to my personal skills, interest, and abilities" and "Our guidance teacher provides helpful information for my career planning process."

Subscale 4 (items no. 16 - 20) corresponding to Salazar-Clemeña's (2010) career domain's competency *identify career goals*, was named Identifying Career Goals. Items in this subscale were constructed to provide measures if the guidance office is able to deliver programs and activities needed to reinforce learners' knowledge on strategies needed to achieve career goals, how to assess plans to support career goals, job readiness, selection of tracks related to career interest, and maintaining a career-planning portfolio. Sample items are "Our guidance teacher organizes programs to process the strategies needed to achieve career goals" and "Our guidance teacher fosters the selection of tracks related to our career interest."

Subscale 5 (items no. 21 - 25) corresponding to Salazar-Clemeña's (2010) career domain's competency *acquire knowledge to achieve career goals*, was named

Acquiring Knowledge to Achieve Career Goals. This subscale contains items that are relevant to the capacity of the school career guidance to allow students in knowledge acquisition of topics on understanding career problems, realities of the world of work, lifelong learning, identification of personal preferences influencing career options, and how work can help in achieving personal success. Sample items are “Our guidance teacher advises students about the requirements of lifelong learning” and “Our guidance teacher facilitates symposia/seminars/mini-conferences to explain how work can help in achieving personal success.”

Subscale 6 (items no. 26 - 30) corresponding to Salazar-Clemeña’s (2010) career domain’s competency *apply skills to achieve career goals*, was named Applying Skills to Achieve Career Goals. The sixth subscale is composed of items that emphasizes the capabilities of the school career guidance in influencing learners’ ability to apply skills to be able to achieve their future career objectives. These include items on demonstrating the relationship of achieving career goals to their interest, abilities, and academic achievements, conflict management skills, how to become a team player, and applying academic skills in the work of work. Sample items are “Our guidance teacher creates learning activities to demonstrate how our interests and abilities relate to career goals” and “Our guidance teacher gives exercises on how to use conflict management skills with others.”

Ethical Considerations

Before the data gathering procedure, the researcher requested approval from the Office of the Superintendent of the concerned school which was granted to him on January 2017. A letter of endorsement was also sent by the School's Division Office to the School Principal concerned. All respondents were informed about the purpose of the study and were assured of their anonymity. It shall also be noted that even though the *mean score* of the results was reported as part of the descriptive data, it does not serve as an assessment of the quality of the career guidance program of the school since it is not part of the purpose of the present study.

Validation Phase

Item Review and Revision

The items were reviewed by selected experts in scale development, curriculum and instructional supervision, and language. Each expert was chosen based on their expertise and their length of experience in their particular specializations. Expert No. 1 holds a PhD in Psychology with specialization in Measurement and Evaluation and was trained in structural equation modelling in Berlin, Germany. Among of the many awards he received was the Outstanding Young Scientist (OYS) by the DOST – National Academy of Science and Technology and the Global Young Scientist Award by the Global Young Academy

awarded in South Africa. He has published over 100 researches in national and international refereed and abstracted journals.

Expert No. 2 holds a Master's Degree in Educational Management and is a PhD in Curriculum and Instruction candidate. She formerly worked as subject area lead teacher, academic coordinator, and principal in one of the biggest private schools in Pasig and was able to develop and implement the first Business High School curriculum in Pasig. Currently, she is a supervising education program specialist at the Department of Education – Bureau of Curriculum Development in-charge of curriculum of Grade 7 to 10, Philippine Overseas Schools, Financial Literacy Program, and others.

Expert no. 3 holds a PhD in Curriculum and Instruction and has over 30 years of experience in teaching English language for both basic education and tertiary level. She is currently the Associate Dean of the School of Graduate Studies in one of the biggest private education institutions in Pasig.

The experts were asked to critique, give comments and corrections to the first draft of the items based on the scaling technique, structure, and content of the proposed scale based on their area of expertise. It then undergone item revisions based on the experts' comments and suggestions.

Copies of the revised scale together with an evaluation instrument was then sent to the same set of experts for final review. The scale was evaluated using a researcher-made scale (4 – excellent, 3 – acceptable, 2 – Below Acceptable, 1 – Poor). The criteria for the final evaluation include appearance and test format, clarity, grammar and spelling, and content. Appearance and test format refer to the refinement of appearance, suitability of test format and scaling technique, appropriateness of instructions, and compactness of the instrument so as to save paper and copying cost. Clarity was rated based on the precision of wordings and vocabulary used and age appropriateness of language used to avoid confusions to the respondents. On the other hand, grammar and spelling refer to the freeness of the scale from faulty grammar and spelling while the content was checked based on the items' fitness to measure the intended construct/concept of quality of school career guidance based on the research framework of the study.

Afterwards, the final form of the developed and expert-validated Quality of School Career Guidance Scale (QoSCGS) was reproduced for the try-out process.

Try-out

The Quality of School Career Guidance Scale (QoSCGS) was administered to 539 students from a National High School in Metro Manila, Philippines. The

participants were purposely selected grade 10 students who were able to experience the delivery of career guidance services in their school in the past 3 years. The respondents were initially informed on the purpose of the scale and were instructed to candidly answer how they perceived the delivery of career guidance services in their school through the guidance office. The directions in answering the scale was indicated on the top part of the scale and was explained to the students. The proctor clarified some queries before the students started answering. Each class answered the scale for 15-20 minutes in their respective classrooms.

Data Analysis

The data were tabulated using a spreadsheet and psychometric properties were analyzed to determine the validity and reliability of the Quality of School Career Guidance Scale (QoSCGS). The following were determined/undertaken as part of this process:

Missing Data Imputations. To address the problem of incomplete data in the responses of the participants, missing data were imputed with series mean using SPSS instead of throwing away these data that may lead to biased approximations. Multiple imputations have become a vital approach in the statistical analysis to deal with missing data (Kenward & Carpenter, 2007; McDonald & Ho, 2002). This

process is done by replacing missing values with plausible multiple data set values through standards analysis (McDonald & Ho, 2002).

Descriptive Estimates. These include means, standard deviation, kurtosis, and skewness and were used to determine spread of the distribution of data, peakedness or flatness, and the measure of symmetry or asymmetry of the distribution (Jaggia & Kelly, 2015; Thorndike & Thorndike-Christ, 2010). These descriptive data were used as initial indicators in assessing the normality of distribution of the data set.

Internal Consistency. The alpha was used in the present study as a measure of the internal consistency of the QoSCGS. Determining the alpha of a test assures the soundness of the instrument. Internal consistency is defined as the degree to which the items measure the same construct in a scale or the inter-relatedness of the items within the test. There are different reports about the acceptable values of alpha, ranging from 0.70 to 0.95 (Tavakol & Dennick, 2011), the present study made use of the minimum recommended criterion of 0.70 by Nunnally & Bernstein (1994).

Convergent Validity. The convergence of the items of the QoSCGS was determined through zero order correlation at 99% confidence level. Convergent validity as used in the present study refers to the association of one subscale to

another subscale. The establishment of this convergence between the different subscales is a way of proving that construct validity in QoSCGS exists. The more similar the information they capture, the more likely they are to produce equivalent research results (Carlson & Herdman, 2012). Hence, high magnitude of intercorrelation between the different factors would suggest that these commonalities have an effect to one another thus affecting the totality of the scale.

Factorial Validity. The present study employed Confirmatory Factor Analysis (CFA) to determine the goodness of fit of the items of the different factors. Unlike Exploratory Factor Analysis (EFA) that is usually used to determine the validity of a scale by examining as to how new the factor loading of each item will emerge to determine the “best model”, CFA examines the validity of a priori hypothesized model using multiple goodness of fit indices (Shek & Ma, 2014). The following fit indices were determined in the analysis of data: (1) Joreskog GFI; (2) Joreskog AGFI; (3) Bentler-Bonnett Normed Fit Index (NFI); (4) Bentler-Bonnett Non-Normed Fit Index (TLI); (5) Bentler Comparative Fit Index (CFI); (6) James-Mulaik-Brent Parsimonious Fit (PNFI); (7) Bollen's Rho (RFI); (8) Bollen's Delta (IFI); and (9) Root Mean Square Error of Approximation (RMSEA). The estimate value of 0.9 was considered as good fit for the first eight indices while less than 0.05 value was used for RMSEA as indicator of “good fit” rather than the 0.08 typical value that is considered as “acceptable fit” (Arbuckle, 2007; McDonald & Ho, 2002).

Moreover, individual items were analysed using standardized regression weights wherein all items with or greater .40 estimates were acceptable as valid items based on the recommendations of by Nunnally & Bernstein(1994).

Non-directed Arcs. In addition to the factorial validity analysis, variables with high estimates of errors were correlated with their corresponding variables belonging in the same factor. Nevertheless, it shall be noted that adding these non-directed arcs does not change the specifications of the model (McDonald & Ho, 2002).

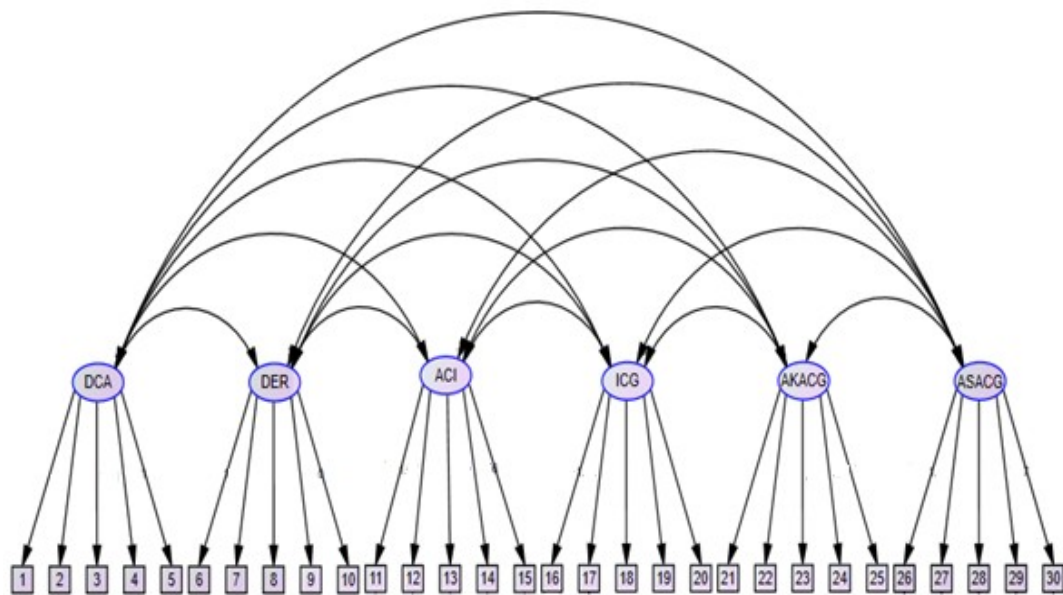


Figure 3. *Six-factor Model of QoSCGS*

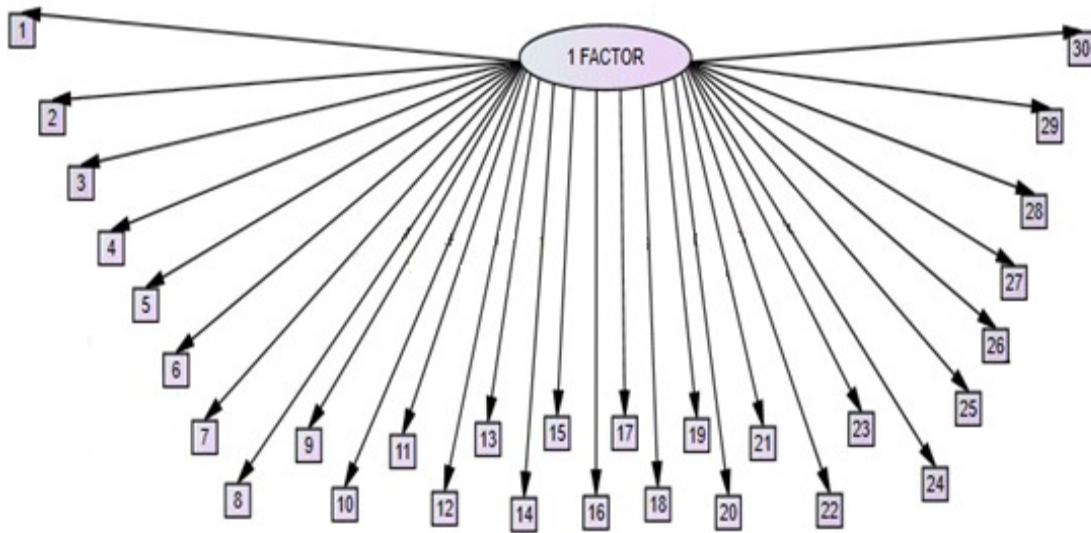


Figure 4. *One-factor Model of QoSCGS*

Hypothesized Six-Factor Model Vs. One-Factor Model. To establish the superiority of the hypothesized six-factor model (Figure 2) based from the model of competency-based career guidance standards, its fit indices derived through Confirmatory Factor Analysis was compared to a one-factor model (Figure 3). Technically, the one factor model is the simplified version of the QoSCGS wherein the items from the six subscales were collectively added to a single latent variable producing a unidimensional model. Establishing the superiority of the hypothesized model through this method provides a proof that differentiating the six factors can be used to better understand the level of quality of career guidance services provided by learning institutions.

Figure 4 summarizes the procedures that the researcher undertook in the development of the QoSCGS.

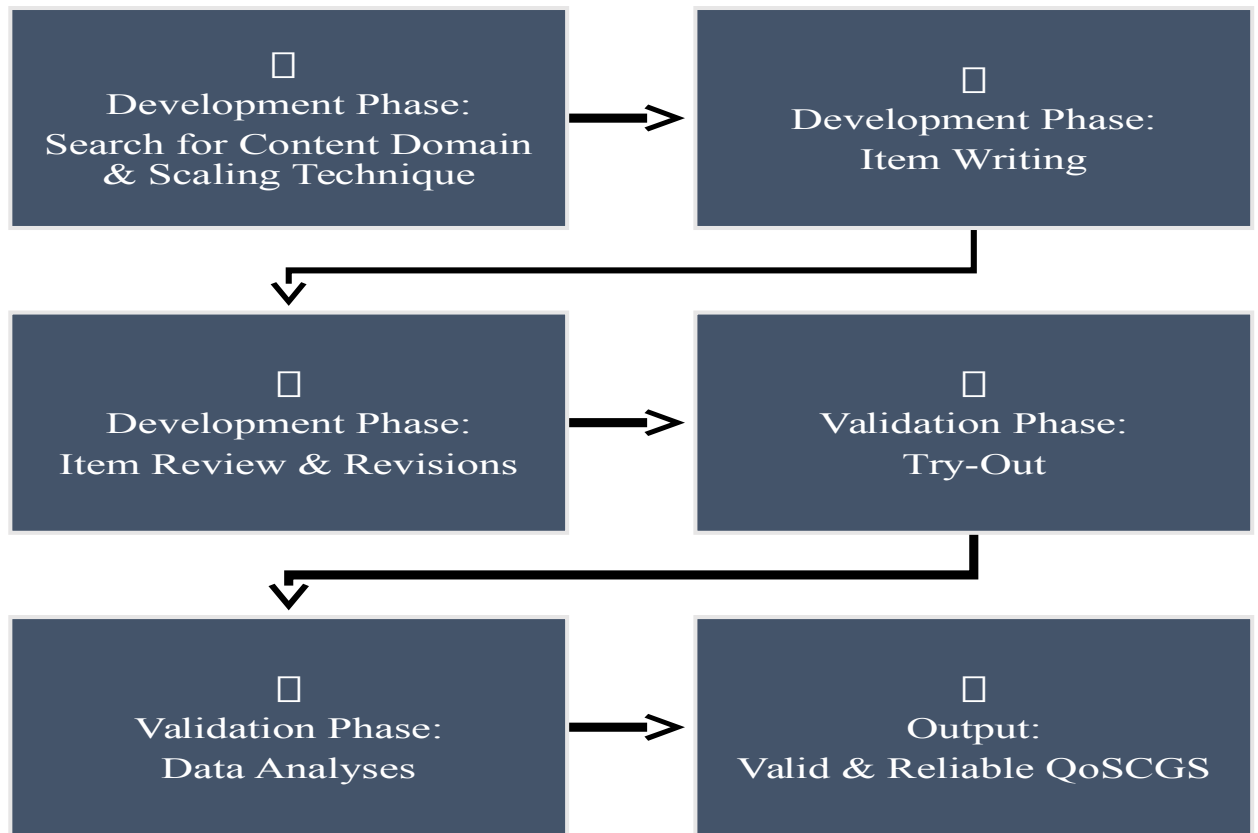


Figure 4. *Research Procedure*

CHAPTER III

RESULTS AND DISCUSSION

This chapter contains the detailed results and discussion of the development phase and validation phase of the present study.

Development Phase

Item Writing

A total of 30 items was developed based on the Competency-based Career Guidance Standards Model. There were 5 items constructed for each subscale. The following are the first draft of items:

Table 1. *First Draft of Items*

Subscale	Items
Developing Career Awareness	1. Conducts awareness programs/trainings/activities on personal abilities, skills, interests, and motivation.
	2. Supports career goal setting of students.
	3. Facilitates learning on the importance of planning.
	4. Encourages me to develop our abilities in our field of interest.
	5. Gives orientation on career option topics relevant to our abilities and interests.

Developing Employment Readiness	1. Provides an opportunity for students to acquire employability skills such as working on a team, problem solving, and organizational skills 2. Supports learning to respect individual uniqueness in the workplace 3. Allows students development of positive attitudes towards work and learning by proving programs 4. Makes students understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace through talks and forums. 5. Manages learning opportunities to hone students' time and task management skills
Acquiring Career Information	1. Arranges fora to showcase students' decision making skills in career planning, course selection, and career transition. 2. Helps to relate current career choice with my personal skills, interest, and abilities 3. Provides learning experiences of career-planning process. 4. Promotes the use of social media, internet, and other resources to access career information. 5. Assists in identifying similarities and differences between career options.
Identifying Career Goals	1. Organizes undertakings to showcase students' awareness of education and training needed to achieve

	career goals 2. Allows room for self-assessment and modification of educational plan to support career goals 3. Coordinates field exposure activities that will check students to use employability and job readiness skills 4. Fosters selection of course work related to career interest 5. Requires the students to maintain a career-planning portfolio.
Acquiring Knowledge to Achieve Career Goals	1. Facilitates symposia/seminars/mini-conferences to explain how work can help in achieving personal success and satisfaction 2. Supports identification of students' personal preferences and interests influencing career choices and success. 3. Advises students that the changing workplace requires lifelong learning and acquiring new skills 4. Gives input in understanding that work is an 5. Conducts activities which allow students to demonstrate awareness and understanding of their career problems and concerns

Applying Skills to Achieve Career Goals	1. Creates learning activities to demonstrate how students' interest and abilities relate to personal, social, educational, and career goals 2. Provides learning experiences to demonstrate how students' achievement relate to personal, social, educational, and career goals 3. Gives exercises on how to use conflict management skills with peer and adults 4. Cultivates students ability to work with others as a team player 5. Coordinates emersion activities that will allow students to apply academic and employment readiness skills
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Validation Phase

Item Review and Revisions

The initial item review process was done on the first week of January, 2017. Below are the comments, suggestions, and recommendations of the experts which were carried out by the researchers in the revision of the scale.

The general directions were retained and no revisions were recommended while the phrase “Our guidance teacher...” was included as the common

introductory statement for each item and all the capitalized first words for all the items were changed into lower case form.

For the subscale under *developing career awareness*, the original item in item no. 1 was “conduct awareness programs/trainings/activities on personal abilities, skills, interest, and motivation” where the phrase “to develop our” was inserted while terms “personal abilities and interest” were omitted and term “skills” was retained. Item no. 2 was rephrased from “supports career goal setting of students” to “supports us in setting our career goal”. In the 3rd item, “facilitates learning” was changed to “facilitates sessions” followed by the phrase “on the importance of career planning” where the term “career” is an insertion to the original phrase. For item no. 4, the original statement was “encourages us to develop our abilities in our field of interest” where all the possessive plural pronouns used were changed to possessive singular form, “encourages me to develop my abilities in my field of interest”. Original article for item no. 5 includes “gives orientation on career option topics relevant to our abilities and interests” was revised to “gives orientation on career tracks relevant to our abilities and interests” in which the phrase “career option topics” was transformed to “career tracks”.

In the second subscale *developing employment readiness*, the changes include placing the examples in item no. 6 in a parenthesis, “provides an opportunity

for students to acquire employability skills (such as working on a team, solving, and organizational skills)”. For item no. 7, the original statement “supports learning to respect individual uniqueness in the workplace” was simplified to “supports our learning to be ready in the workplace”. For the 8th item, it was revised as “gives tips to develop positive attitude towards work” from the original article “allows students development of positive attitudes towards work and learning by providing programs”. The 9th item was also shortened to “help us understand the importance of work values in the work place through fora” from “makes students understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace through talks and forums”. The last item in the subscale with its original item “manages learning opportunities to hone students’ time and task our management skills” was improved as “manages learning opportunity to hone our management skills.”

The changes in the 3rd subscale *acquiring career information* includes simplifying item no, 11 to “arranges for a to showcase our career transitions” from the original item “arranges for a to showcase students’ decision making skills in career planning, course selection, and career transition. There was a minimal revision for item no. 12 with the insertion of the word “my” and changing “with” into “to” in the original statement “helps to relate current career choice with my personal skills, interest, and abilities” making it “helps to relate my current career

choice to my personal skills, interest, and abilities”. Item no. 13 was rephrased into “provides helpful information for career planning process” from “provides learning experiences of career planning process”. No other changes were made for items no. 14 and 15 except for the changes in the capitalization of the first letters, the statements include “promotes the use of social media, internet, and other resources to access career information” and “assists in identifying similarities and differences between career options”.

For items no. 16 to 20 under the *subscale identifying career goals*, item no. 16 was simplified from its original statement “organize undertakings to showcase students’ awareness of education and training needed to achieve career goals” to “organize programs to process the strategies needed to achieve career goals” while item no. 17 was changed to “provides opportunity for self-assessment of our plans to support career goals” from “allows room for self-assessment and modification of educational plan to support career goals”. The original statement for item no. 18 “coordinates field exposure activities that will check students’ employability of and job readiness skills” was changed to “provides field exposure of activities that fosters our employability and job readiness skills”. Item no. 19 was changed from “foster selection of course work related to career interest” to “fosters the selection of tracks related to our career interest”. The last item on the subscale was changed to

“requires us to maintain a career-planning portfolio” from the original “requires the students to maintain a career-planning portfolio.”

The revisions for subscale *acquiring knowledge to achieve career goals* comprises omitting the phrase “and satisfaction” from item no. 21 from its original statement “facilitates symposia/seminars/mini-conferences to explain how work can help in achieving personal success and satisfaction” making it “facilitates symposia/seminars/mini-conferences to explain how work can help in achieving personal success”. For item no. 22, it was changed to “supports the identification of my personal preferences influencing career choices” from “supports identification of students’ personal preferences and interests influencing career choices and success” while item no. 23 was simplified as “advises students about the requirements of lifelong learning” from “advises students that the changing workplace requires lifelong learning and acquiring new skills”. Item numbers 24-25 were recommended to be revised as “gives input for us to understand the world of work” and “conducts activities which allows us to demonstrate awareness and understanding of our career problems” from the original statements “gives input in understanding work” and conducts activities which allow students to demonstrate awareness and understanding of their career problems and concerns”.

The revisions for the 6th subscales *applying skills to achieve career goals* comprises omitting the phrase “personal, social, educational, and” and changing the term “student” to “our” for item no. 26 and 27 from the original statement “creates learning activities to demonstrate how students’ interest and abilities relate to personal, social, educational, and career goals” and “provides learning experiences to demonstrate how students’ achievement relate to personal, social, educational, and career goals” making it “provide learning experiences to demonstrate how our achievement relate to career goals” and “provides learning experiences to demonstrate how our achievement relate to career goals”.

In items no. 28, the phrase “peer and adults” was changed to “others” and was revised to “gives exercise on how to use conflict management skills with others” from the original “gives exercise on how to use conflict management skills with peer and adults”. For item no. 29, it was simplified as “encourages me to work with others as a team player” from its original form “cultivates students’ ability to work with others as a team player” while item no. 30 was changed to “organizes emersion activities that will allow us to apply our academic skills” from “coordinates emersion activities that will allow students to apply academic and employment readiness skills.

Table 2. *Expert Evaluation of the QoSCGS*

	Appearance & Format	Clarity	Content	Grammar & Spelling	Average
Expert No. 1	3	4	4	4	3.75
Expert No. 2	4	4	4	3	3.75
Expert No. 3	4	4	4	3	3.75
Average	3.67	4	4	3.33	3.75

The experts, through the final evaluation of the QoSCGS, all agreed that the instrument has an excellent acceptability in terms of clarity ($x = 4$) and content ($x = 4$). They also agreed that the grammar and spelling of having above acceptable level ($x = 3.33$) although minimal has to be done in correcting few subject and verb agreement. Appearance and format were also rated with above acceptable level ($x = 3.67$). The final comments and suggestions of the experts were considered before the reproduction of the final form of the QoSCGS. A total of thirty items was made indicating how the guidance office delivers the different career guidance services through their guidance teacher(s) and/or counsellor(s) in conformance with standards.

Try-Out

After missing data imputations, the data were analyzed for descriptive statistics and derived the following results:

Mean scores of the different subscales show a high range of results ranging from $M=4.21$ to $M=3.99$ while the whole scale also has a high score ($M=4.09$). The high range of results of each subscale and the whole scale indicate that the respondents answered in a comparable manner. Therefore, their perceptions on the quality of school career guidance in their school are closely related and highly similar.

Table 3. *Descriptive Statistics*

Scale and Subscales	<i>M</i>	<i>SD</i>	Kurt	Skew
Whole Scale (30 items)	4.09	.56	.83	-.68
Developing Career Awareness	4.21	.63	2.21	-1.10
Developing Employment Readiness	4.14	.64	2.24	-1.07
Acquiring Career Information	3.99	.67	1.18	-.84
Identifying Career Goals	4.04	.67	1.23	-.81
Acquiring Knowledge to Achieve	4.06	.67	1.19	-.86
Career Goals				
Applying Skills to Achieve Career	4.10	.67	.53	-.74
Goals				

Legend: M (Mean); SD (Standard Deviation); Kurt (Kurtosis); Skew (Skewness)

This observation is sustained in the results of the Standard Deviation and Kurtosis estimates. Standard Deviation shows minimal negative skewness of different estimates while the Kurtosis revealed that all factor scores have positive distribution (leptokurtic), all of which are still close to normal distribution with the following scores: Whole scale (Kurt=.83; Skew=-.68), Developing Career Awareness

(Kurt=.2.21; Skew=-1.10), Developing Employment Readiness (Kurt=.2.24; Skew=-1.07), Acquiring Career Information (Kurt=.1.18; Skew=-.84), Identifying Career Goals (Kurt=.1.23; Skew=-.81), Acquiring Knowledge to Achieve Career Goals (Kurt=.1.19; Skew=-.86), Applying Skills to Achieve Career Goals (Kurt=..53; Skew=-.74).

The factor structure of QoSCGS was analyzed using Confirmatory Factor Analysis through SPSS Amos 24. Also, individual items were also analyzed based on their standardized regression weights.

Table 4. *Standardized Regression Weights*

Items	Factor Loading
<i>Developing Career Awareness</i>	
1. Conducts awareness programs/trainings/ activities to develop our skills.	.65
2. Supports us in setting our career goal.	.62
3. Facilitates sessions on the importance of career planning.	.66
4. Encourages me to develop my abilities in my field of interest.	.68
5. Gives orientation on career tracks relevant to our abilities and interests.	.68
	.61
<i>Developing Employment Readiness</i>	

6. Provides an opportunity for students to acquire employability	.63
skills (such as working on a team, problem solving, and	
organizational skills).	.67
7. Supports our learning to be ready in the workplace.	.66
8. Gives tips to develop positive attitudes towards work.	
9. Helps us understand the importance of work values in the	.67
workplace through forums.	
10. Manages learning opportunities to hone our management skills.	.64

Acquiring Career Information

11. Arranges fora to showcase our career transitions.	.60
12. Helps to relate my current career choice to my personal skills,	.69
interest, and abilities.	
13. Provides helpful information for my career planning process.	.72
14. Promotes the use of social media, internet, and other resources to	.58
access career information.	
15. Assists in identifying similarities and differences between career	.65
options.	

Identifying Career Goals .63

16. Organizes programs to process the strategies needed to achieve	
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career goals.	.71
17. Provides opportunity for self-assessment of our plans to support career goals.	.69
18.Provides field exposure of activities that fosters our employability and job readiness skills	.63
19. Fosters the selection of tracks related to our career interest.	.56
20. Requires us to maintain a career-planning portfolio.	

Acquiring Knowledge to Achieve Career Goals

21. Facilitates symposia/seminars/mini-conferences to explain how work can help in achieving personal success.	.61
22. Supports the identification of my personal preferences influencing career choices.	.66
23. Advises students about the requirements of lifelong learning.	.61
24 .Gives input for us to understand the world of work.	.61
25. Conducts activities which allow us to demonstrate awareness and understanding of our career problems.	.75

Applying Skills to Achieve Career Goals

26. Creates learning activities to demonstrate how our interests and abilities relate to career goals.	.71
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27. Provides learning experiences to demonstrate how our achievements relate to career goals.	.72
28. Gives exercises on how to use conflict management skills with others.	.67 .61
29. Encourages me to work with others as a team player.	
30. Organizes emersion activities that will allow us to apply our academic skills.	.61

The analysis of the standardized regression weights showed that all items have estimates ranging from .56 to .75 which are above the minimum requirement of .40 (Nunnally & Bernstein, 1994). This clearly indicates that all items have an acceptable factor loading. This provides evidence that the items in all subscales are valid indicators of the latent variables being measured represented in the different subscales.

The hypothesized six-factor model was tested for structural validity using goodness of fit measures wherein 7 out of 9 indices obtained acceptable estimates, these include Joreskog GFI, Joreskog AGFI, Bentler-Bonnett Normed Fit Index, Bentler-Bonnett Non-Normed Fit Index, Bentler Comparative Fit Index, and Bollen's Delta, and RMSEA based on the recommendations of Arbuckle (2007) and McDonald

and Ho (2002). This indicates that the proposed model has a good fit and an over-all acceptable structural validity.

In addition, the six-factor structure was also compared to a one-factor model wherein all items of the scale were collectively added in a one latent variable. Relating the two models as shown in Table 5, the hypothesized six factor model has superior indices across all criteria compared with the one-factor model.

Table 5. *Fit Indices Comparison of the Hypothesized Six-factor Model and One-factor Model*

	Six-factor Model	One-factor Model
Joreskog GFI	0.92	0.83
Joreskog AGFI	0.91	0.80
Bentler-Bonnett Normed Fit Index (NFI)	0.91	0.82
Bentler-Bonnett Non-Normed Fit Index (TLI)	0.95	0.85
Bentler Comparative Fit Index (CFI)	0.96	0.86
James-Mulaik-Brent Parsimonious Fit (PNFI)	0.79	0.76
Bollen's Rho (RFI)	0.89	0.80
Bollen's Delta (IFI)	0.96	0.86
Root Mean Square Error of Approximation (RMSEA)	0.04	0.07

Table 6. *Internal Consistency (Cronbach's Alpha)*

Factors	α
Whole Scale (30 items)	.95

Developing Career Awareness	.79
Developing Employment Readiness	.79
Acquiring Career Information	.78
Identifying Career Goals	.78
Acquiring Knowledge to Achieve Career Goals	.80
Applying Skills to Achieve Career Goals	.80
Legend: α = <i>Alpha Coefficient</i>	

Cronbach's Alpha results indicated a high level of internal consistency for the whole scale and for each subscale which guaranteed the soundness of the developed instrument. The whole scale obtained an alpha of .95, Developing Career Awareness ($\alpha=.79$), Developing Employment Readiness ($\alpha=.79$), Acquiring Career Information ($\alpha=.78$), Identifying Career Goals ($\alpha=.78$), Acquiring Knowledge to Achieve Career Goals ($\alpha=.80$), Applying Skills to Achieve Career Goals ($\alpha=.80$), all of which exceeded the minimum recommended criterion of 0.70 (Nunnally & Bernstein, 1994), hence, no additional adjustments were made to the QoSCGS.

The high magnitude of internal consistency suggests that the items in the different subscales are inter-related and measures the same construct, and that there is coherence of the whole scale and homogeneity among the different subscales. It also affirmed the similarities on the manner as to how the participants responded to the different items which may be attributed to the sampling technique used in present study since the respondents were purposively selected belonging to one single strata of grade 10 high school learners based on the perspective that they were basically

more acquainted with the delivery of career guidance services compared to the grade levels in the school.

Likewise, the high level of internal consistency as well as the other descriptive estimates (*i.e.* mean, skewness, and kurtosis) among the different factors affirms that the developed item, which were based on the Model of Competency-based Career Guidance Standards adapted from the career domain competencies of the proposed national standards for school guidance program (Salazar-Clemeña, 2010), are highly relevant to the Filipino learners and the factors used are appropriate to be used as latent variables in measuring the quality of school career guidance in the Philippines. This is consistent with the results of the factor analyses validating the hypothesized six factor model.

Table 7. *Intercorrelation Matrix of the QoSCGS Subscale*

	(1)	(2)	(3)	(4)	(5)	(6)
(1) Developing Career Awareness	---	.70**	.67**	.63**	.54**	.56**
(2) Developing Employment Readiness	---	---	.69**	.63**	.61**	.61**
(3) Acquiring Career Information	---	---	---	.69**	.62**	.63**
(4) Identifying Career Goals	---	---	---	---	.72**	.74**
(5) Acquiring Knowledge to Achieve						
Career Goals	---	---	---	---	---	.78**
(6) Applying Skills to Achieve Career						
Goals	---	---	---	---	---	---

** . Correlation is significant at the 0.01 level (2-tailed)

Moreover, the Interrelation Matrix Table shows correlation between Acquiring Knowledge to Achieve Career Goals and Applying Skills to Achieve Career Goals is the strongest ($r=.78$) while Developing Career Awareness and Applying Skills to Achieve Career Goals has the lowest correlation coefficient ($r=.54$). Other subscale intercorrelation values ranges from .56 to .74; all subscales of the QoSCGS are significantly correlated at 99% confidence level which suggests good convergence of the subscales and supports the results of the factorial analysis of the scale. This further supports all of the previously mentioned analyses proving the validity of the hypothesized six factor model.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter reports the summary, conclusions, and recommendations the researcher has reached in the conduct of the present study.

Summary

The present study primarily aims to develop a scale that measures the quality of school career guidance as perceived by the students. To be able to achieve this primary objective, a conceptual foundation was formulated by integrating the concept of quality as conformance to standards (Green, 1994) and the model of competency-based career guidance standards adapted from competencies of the career domain in the proposed national standards for school counselling program by Salazar-Clemeña (2010). This conceptual framework served as specifications where the scale was grounded.

The items of the Quality of School Career Guidance (QoSCGS) was constructed and revised with the help of the different experts in areas of scale

development, instructional supervision, and language. After the finalization of the scale consisting of 30 items with five items per subscale, it was pre-tested with a total of 539 Grade 10 learners. Results gathered from the pre-testing was analyzed using computerized statistical tool. The hypothesized six-factor model proposed in the present study was also compared to a one-factor model where all items of the 6 subscales were collectively added into one latent variable.

The results of the analysis of the factor structure through Confirmatory Factor Analysis indicated good fit among the different subscales of the proposed scale. The QoSCGS has an estimate of 0.92 in Joreskog GFI, 0.91 in Joreskog AGFI, 0.91 in Bentler-Bonnett Normed Fit Index, 0.95 in Bentler-Bonnett Non-Normed Fit Index, 0.96 in Bentler Comparative Fit Index, 0.96 in Bollen's Delta, and 0.04 of Root Mean Square Error of Approximation (RMSEA).

This validation was also proven by comparing the proposed six-factor model to a one – factor model of the QoSCGS. Six of the fit indices of the proposed scale indicated estimates attaining the desirable score of 0.90 compared with the one-scale model that has no single estimate to attain this score. Also, the proposed model of the present study obtained an RMSEA score of 0.04 which is lower than the desired maximum score of 0.05. Likewise, individual items in the scale obtained factor loadings that are above the minimum requirement of .40 which suggests that all the

items are to be accepted as valid. Moreover, the analysis of the standardized regression weights showed that all items have estimates ranging from .56 to .75 which are above the minimum requirement of .40 (Nunnally & Bernstein, 1994), clearly indicates that all items have an acceptable factor loading and are all valid.

Similarly, the internal consistency of the items was measured using Cronbach's Alpha which yielded high estimate of 0.95 for the whole scale, 0.78 for Developing Career Awareness, 0.79 for Developing Employment Readiness, 0.78 for Acquiring Career Information, 0.78 for Identifying Career Goals, 0.80 for Acquiring Knowledge to Achieve Career Goals, and 0.80 for Applying Skills to Achieve Career Goals indicating the similarities of the manner the participants responded to the different items, coherence of the whole scale, and homogeneity among the different subscales. This account may be attributed to the sampling technique used in this study since the respondents were purposively selected belonging to one single strata of grade 10 high school students based on the perspective that these students were practically more familiar with the delivery of career guidance services compared to the lower grade level.

This is also evident in the descriptive estimates where the mean scores of the different subscales show a high range of results from 3.99 to 4.21 while the whole scale has a score of 4.09 indicating moderately high results. Standard Deviation

score for the whole scale of .56 and subscale scores ranging from .63 to .67 show minimal dispersion of scores while Kurtosis scores ranging from .53 to 2.24 and Skewness scores ranging -1.10 to -.68 revealed that all factor scores are close to normal distribution.

Furthermore, the significant intercorrelation with scores from .54 to .78 at 99% confidence level among the different subscales are indication of convergent validity which further supports the results of validity of the hypothesized six-factor model used in the developed instrument. It is assumed that the commonality of each subscale increases the score of the other thus each factor affects the measure of perceived quality of delivery of school career guidance. Likewise, all factors used in the present study are somewhat considered as hierarchy of competencies that needs to be addressed in order to enable students to make the best possible career choice for themselves. It is also noticeable that acquiring knowledge to achieve career goals and applying skills to achieve career goals have the highest correlation value ($r = .78$), this may be due to the fact that in the study of Salazar-Clemeña (2010), these factors were treated as competencies belonging in one standard.

Conclusions

The results of the study expanded the model proposed by Salzar-Clemeña (2010) where the factors in the present study were treated as different latent variable and not as competencies divided only into three different standards. The different factors though related to one another are to be treated individually since it reflects different measures of quality in the delivery of school career guidance services. This will substantiate the need to establish a model to assess the different areas or competencies of career guidance which will allow the schools to distinguish as to what aspect of career guidance needs improvement compared to assessing the quality of school career guidance delivery as a whole.

The present study offers a validated model to assess the quality of school career guidance hence expresses a flexible alternative to measure the current state of career guidance that is provided to learners while facing the challenges of the current educational reforms. It is indicative for us to move forward to the main goal of generating holistically 21st century learners and we shall be able to better understand and guide them in choosing suitable career choices thus gauging and refining career development services are as greatly essential as the delivery per se.

Having established that the QoSCGS is a reliable and valid tool, it is reasonable to conclude that the present study is noteworthy to be used as an instrument to measure the perceived quality of school career guidance services in terms of its capacity to conform to standards which is timely and relevant in the basic education.

Recommendations

The following recommendations are suggested to further improve the present study and future directions of career guidance in the Philippines:

1. Given the challenges in measuring quality in the field of education, the model of the study may be adopted as framework in quantifying quality of other education services as it relates to both service quality and competency development among learners.
2. Educators, particularly school administrators may use the developed scale to measure quality of school career guidance in their school and to evaluate whether the competencies are being delivered properly.
3. While there is a current educational reform being cascaded in the country as part of internationalization, the Education Department should initiate the development of a National Framework that will serve as the standards for school career guidance programs in the country.

4. Education practitioners are also encouraged to propose a framework that can also serve as baseline for the national framework of career guidance model.
5. Other researchers in the field of assessment and evaluation may look into the improvement of the developed scale of the present study. They may look for other ways to improve the items by incorporating local standards or framework that have empirical evidence of relevance in their locale.
6. Future directions may also include conducting studies relevant to predictive validity of the QoSCGS to other career constructs.

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