



September 2016

Proposed Career Maturity Development Program for Secondary Students in K To 12 Curriculum

Reiza I. Mones

Philippine Normal University

Follow this and additional works at
pnu-onlinecommons.org/omp/index.php



Online Commons Citation

Mones, R.I. & Obias, P.H.R. (2016)

Proposed career maturity development program for secondary students in K to 12 curriculum

(Master's Thesis, Philippine Normal University)

Retrieved from pnu-onlinecommons.org/omp/index.php/pnu-oc/catalog/book/385

**PROPOSED CAREER MATURITY DEVELOPMENT PROGRAM
FOR SECONDARY STUDENTS IN K TO 12 CURRICULUM**

**A Thesis Presented to the
Faculty of the College of Graduate Studies
and Teacher Education Researches
Philippine Normal University
Taft Avenue, Manila**

**In Partial Fulfillment of the Requirements for the Degree
Master of Arts in Education
with Specialization in
Guidance and Counseling**

**REIZA I. MONES
September 2016**



Philippine Normal University
National Center for Teacher Education

APPROVAL SHEET

This thesis entitled **"PROPOSED CAREER MATURITY DEVELOPMENT PROGRAM FOR SECONDARY STUDENTS IN K TO 12 CURRICULUM"** prepared and submitted by **REIZA I. MONES** in partial fulfillment of the requirements for the degree of Master of Arts in Education with specialization in Guidance and Counseling, is hereby recommended for approval and acceptance.


PETER HOWARD R. OBIAS, Ph.D
Adviser

Approved in partial fulfillment of the requirements for the degree Master of Arts in Education with specialization in Guidance and Counseling by the Oral Examination Committee.


TERESITA T. RUNGDUIN, Ph.D
Chairperson


MARYFE M. ROXAS, Ph.D, RGC
Member


MERIMEE T. SIENA, MAEd, RGC
Member

Accepted in partial fulfillment of the requirements for the degree Master of Arts in Education with specialization in Guidance and Counseling.

11 October 2016
Date


ZENAIDA Q. REYES, Ph.D.
Dean
College of Graduate Studies and
Teacher Education Research

ACKNOWLEDGMENT

I would like to extend thanks to the many people who so generously contributed to the success of my research endeavor.

Heartfelt thanks to my thesis adviser, Dr. Peter Howard R. Obias, who provided me with direction, motivation, and unwavering academic support to finish my research paper;

The panelists during my oral defense, Dr. Teresita T. Rungduin, Dr. Maryfe M. Roxas, and Prof. Merimee T. Siena, who gave valuable suggestions and comments for the refinement of this work;

Dr. Zenaida Q. Reyes, the Dean of College of Graduate Studies and Teacher Education Research, for insightful comments and guidance in this endeavor;

The school administrators of my research locale headed by the Director Rev. Fr. Emilio A. Ascaño, and the Principal Mrs. Maydene M. Ong, for allowing me to conduct the survey and for being so understanding and supportive in completing this work;

The class advisers, who gladly assisted me during the administration of the survey;

All the respondents, who actively participated and shared their honest answers in the survey conducted;

My sincere gratitude to all the people I have met along the way and have contributed for the development of this research. Special mention to my colleagues at work, Thet, not just for being a good friend of mine but also for being like a sister to me, ever supportive of my needs; Sharon for being helpful and understanding of my concern in this study; Louie for helping out and encouraging me to keep going;

My friends, Marie Chiela and Nadz for being so accommodating with my questions just to help me accomplish this work; Kristin, Pauline and Guer for being my thesis buddies and for the motivating discussions and sleepless nights of working together to meet the deadlines;

I am truly grateful to Albert Aris, the man who has constantly encouraged me to seek new challenges and adventures throughout this greatest of all academic pursuits, and has always made me smile despite the hardships;

My best friends Ana Angela, Ken, and Kristorey, who never got tired of prodding me to continue especially during those times when I felt discouraged; for the willingness to listen; for the collective humor, time, and effort to make things light the best way they can; and for always being there for me in good times and in bad;

My parents, siblings, nephews and nieces, who became my inspiration and source of strength to strive more and to reach for my goals. I have been fortunate enough to have a family who has taught me to value most the importance of prayers, hard work and perseverance in everything that I do. They are indeed my inner strength; and

Most of all, the Lord Almighty, for giving me the wisdom and strength I need, and for sending people who became His instruments in helping me complete my work. It is to Him I owe everything so much for without divine intervention, I would not have gone this far. I thank God for everything!

Dedication

This most awaited piece
is gratefully dedicated to my ever loving parents,
daddy Antonio in heaven and mommy Emperatriz;
To my siblings Sheryl, Sharon Joy, Shirly Bonn,
Shella Mhar, Shelly Heather, Ma. Isabel
and Anthony Emmanuel, thank you
for the love, care, and inspiration.
Most importantly, to my Lord and Savior
Jesus Christ, this research is for you.

R.I.M.

ABSTRACT

Name : Reiza I. Mones

Title : Proposed Career Maturity Development for
Secondary Students in K to 12 Curriculum

Key Concepts : Career Maturity, Secondary Students, K to 12, Sex,
Grade Levels, Career Maturity Development
Program

Degree : Master of Arts in Education

Specialization : Guidance and Counseling

Adviser : Dr. Peter Howard R. Obias

=====

This descriptive developmental research examined the career maturity of secondary students under the new K to 12 curriculum, with a total of 195 grades nine to eleven students from a Private Sectarian School participating in the study, who were given the Career Needs Assessment Survey, a questionnaire developed by Private Education Assistance Committee (PEAC.) The Student Information Sheet was utilized to obtain data on other variables such as sex, grade level, student's career preference and occupation of parents, the results of which became the bases for designing the proposed career maturity development program. Frequency, mean, percentage, independent T-test and one way analysis of variance were the statistical treatments used. Findings show that

the career maturity of the respondents was not yet established as revealed by the data on their self- assessment, career awareness, career exploration, career planning, and decision-making. Likewise, significant differences on several variables involving sex and grade levels were determined, and these were appropriately considered in developing a proposed career maturity development program. For future research, it is recommended that the proposed program be implemented to evaluate its effectiveness, and to study parental roles in guiding their children for productive career choices in life.

TABLE OF CONTENTS

	Page
Title Page	i
Approval Sheet	ii
Acknowledgement	iii
Dedication	v
Abstract	vi
Table of Contents	viii
List of Appendices	ix
List of Tables	x
List of Figures	xi
 CHAPTER 1- THE PROBLEM AND ITS BACKGROUND	
Introduction	1
Theoretical Framework	5
Statement of the Purpose	14
Significance of the Study	15
Scope and Delimitations	18
Definition of Terms	19
 CHAPTER II- REVIEW OF RELATED LITERATURE AND STUDIES	
On Career Maturity	22
Components of Career Maturity	26
Career Maturity and Sex	32
Career Maturity and Grade Level	35
Career Maturity Program	38
Career Development Needs in High School	39
Theories of Career Development	43
On K to 12 Basic Education Program	44
Synthesis	46
 CHAPTER III- METHODOLOGY	
Research Design	49
Research Setting	50
Research Population	51
Research Instrument	52
Research Statistics	53
Data Gathering Procedures	55
 CHAPTER IV- PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	59
 CHAPTER V- SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	90
 REFERENCES	96

LIST OF APPENDICES

- Appendix A - Student Information Sheet
- Appendix B - Career Needs Assessment Survey
- Appendix C - Letter of Request to Private Education Assistance Committee
(PEAC)
- Appendix D - Letter of Request to the Researcher who used the instrument
- Appendix E - Approved Letter to use the instrument
- Appendix F - Formula for Research Statistics used
- Appendix G - Letter to the School Director Requesting Permission to Conduct
the Date Gathering Process
- Appendix H - Letter to the School Principal Requesting Permission to Conduct
the Date Gathering Process
- Appendix I - Parent Consent Form
- Appendix J - Research Ethics Clearance
- Appendix K - Communication Letter for Experts
- Appendix L - List of Experts
- Appendix M - Summary of Experts' Validation
- Appendix N - The Proposed Career Maturity Development Program
- Appendix O - Program Modules
- Appendix P - Authenticity Test Results
- Appendix Q – Certificate of Language Edit

LIST OF TABLES

Table 1: Frequency Distribution and Percentage of the Respondents' Profile	60
Table 2: Career Maturity of the Respondents in terms of the Need for Self-Assessment	61
Table 3: Career Maturity of the Respondents in Terms of the Need for Career Awareness	63
Table 4: Career Maturity of the Respondents in Terms of the Need for Career Exploration	65
Table 5: Career Maturity of the Respondents in Terms of the Need for Career Planning	67
Table 6: Career Maturity of the Respondents in Terms of the Need for Decision-Making	69
Table 7: Over-all Assessment of the Respondents' Career Maturity in Terms of the Need in Five Areas	71
Table 8: Respondents' Career Maturity in Terms of the Need in Five Areas Based on Sex	72
Table 9: Respondents' Career Maturity in Terms of the Need in Five Areas Based on Grade Levels	73
Table 10: Test of Significant Difference Between the Profile of the Respondents in Terms of Sex and Their Career Maturity	76
Table 11: Test of Significant Difference Between the Profile of the Respondents in Terms of Grade Level and Their Career Maturity	78
Table 12: Distribution of Respondents' Career Preference Based on Sex	80
Table 13: Distribution of Respondents' Occupation of Parents	82
Table 14: Distribution of Parents' Occupation and Child's Career Preference	84
Table 15: Teachers' Degree of Satisfaction Towards the School Career Guidance Service Relative to the Five Areas	87

LIST OF FIGURES

Figure 1: Framework of the Study	13
Figure 2 : A Flow Chart showing the Procedures Undertaken in the Study	58
Figure 3: Framework of the Proposed Career Maturity Development Program	127

CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Majority of graduating high school students are faced with a great challenge of deciding a career in the future for it is the time to contemplate toward the adult stage of their life. This is the moment when it is very essential to consider readiness with what to undertake in the future, like career choice and path. As it is, students' career maturity plays a vital role in career choices because it is their life's future that is at stake.

Understanding career development is significant to education and to guidance. Without proper knowledge of career development and vocational maturity, there will be no such thing as genuine career education or career guidance. One central idea in these fields is the study of vocational maturity or career maturity, although it is only now that it is brought at the forefront, reversing its place at the backseat in the previous years. An assessment of the individual's readiness to make decisions expected at a certain point in life is of great importance to career education and career guidance. The reality that adolescents differ greatly in vocational maturity, in the way of acquiring relevant information, in planning how to approach life uncertainties and adversities, and in their tendency to explore alternatives and make sound choices all suggest that educators need to gather baseline data on these characteristics necessary to education and vocational counseling (Super, 1974).

The new K to 12 Basic Education Program, a flagship program of the Department of Education (DepEd) aims to improve the quality of education through the

implementation of 12 years of basic education. It means additional two years for senior high school. The Department of Education (2013) stated that one of the main reasons behind implementing the recent change in the Philippines' educational system is to address the issue that high school graduates do not possess or they lack the basic competencies and emotional maturity essential to enter the labor market. About 70.9% of the unemployed are at least high school graduates and 80% of the unemployed are 15-34 years old (DepEd discussion paper, Unemployment Statistics in the Philippines, 2010, p.4). Furthermore, DepEd recognizes the mismatch in the labor markets and educational preparations of the students, which idea runs parallel with the World Bank Philippines Skills Report in 2009 revealing that there is a serious gap in the critical skills of graduates such as initiative, creativity, problem-solving; and to some extent, there are relative concerns regarding technical skills in specific jobs as assessed by the employers. This may be attributed to the fact that most graduates are too young for their developmental life stage to enter the world of work. Some may still have conflicting issues determining what career suits them best due to lack of preparation for career planning. As a result, the ability to become more effective in the labor force is affected as well.

The increasing problem of mismatch in career choices of students caught the attention of the Department of Education to intensify programs for career development. Consequently, Republic Act No. 10533 known as the "*Enhanced Basic Education Act of 2013*" includes Career Guidance and Counseling Programs (DepEd Order, No. 43, s.2013, p.6). Consistent with Section 9 of the Act, it states that in order to guide the students toward becoming productive and contributing individuals through wise career choices,

the Department of Education and other relevant associations shall pursue programs that will help students explore the value and relevance of work, and develop the competencies of career counselors and advocates to guide and equip students with the necessary life skills and values. Apparently, providing student guidance toward the right career path is one of the key elements of this Act.

Based on Savickas (2002, as cited by Troutman, 2008), adolescence is a critical period in career development. Drummond and Ryan (1995) add that the transition in the junior and senior years accordingly occurs in the adolescence stage when students have to make timely, concrete and realistic decisions about own occupational future, and likewise have to assume the consequences of their decision. Being in a critical period of development, junior and senior high school students as adolescents may have the tendency to make career choices without assessing deeply and discerning what one truly wants and is capable of. As a consequence, they end up shifting courses in college or constantly get failing marks, thus affecting school performances in academics and co-curricular activities that can extend as far as poor intra and interpersonal relationship; and to some extent, they tend to drop out of school. Consequently, they end up with low individuality.

Moreover, Tulio (2012) discusses the high school students' developmental needs and challenges. According to her, the final transition into adulthood and the world of work happens in high school, because in a sense students begin separating from parents, exploring various experiences, and building their independence. It is the moment when students are deciding who they are, what they do well, and what they will do when they

graduate. During these adolescent years, students are assessing and learning about one's own strengths, skills, and abilities. It is in this event that proper guidance is needed which warrants an outcome of concrete and compounded decisions. They must envision the academic pressures as confronted with high-stakes testing, the challenges of college admissions, application process for scholarship and financial aid, and the hardship of entering into competitive job market.

The need for career development is basically experienced by majority of adolescents in transition to adulthood as compared to the old process which occurs during pubertal to adolescent. There are adolescents who find it hard to figure out what course to pursue in college, in which some are even left undecided and will just choose a course without proper planning. This can be attributed to career maturity level of individuals, without which it is hard to make and find an optimal career decision. This further justifies the implementation of adding grades 11 and 12 just in time for entering the adult world, often translated as the world of work. Thus, a career maturity development program will be a helpful tool to guide them better in their career choice along with the preparation for the work challenges. Hence, Zunker (1998) avers that because career development is viewed as a lifelong process, career guidance programs should be designed to meet the needs of individuals in various stages of their life.

The novelty of the current study is therefore its thrust toward the exploration on the career maturity of students under the new K to 12 curriculum. Secondary students, referring to grades nine (9) and ten (10) as the junior high school, and grade eleven (11) as the senior high school students, are the newly introduced grade levels in the basic

education of the K to 12 curriculum. Taking into account the common career concerns of high school students nationwide as reflected in the discussion of career guidance in the Philippine setting, the results of this endeavor will provide a wider perspective on how to prepare secondary students to become competent individuals in the future which is one of the prime objectives of the K to 12 educational system. This will also determine if the K to 12 Academic Track offered in the research locale really suits students' career preferences. This academic track involves strands on Science, Technology, Engineering and Mathematics (STEM), Accountancy, Business and Management (ABM) and Humanities and Social Sciences (HUMSS).

The research is complex since the significant differences on career maturity and variables such as sex and grade levels are investigated on, as well as the occupation of parents and students' career preferences using the lenses offered by the rich literature reviewed in the study. Further, it makes use of statistical measures to obtain analysis and interpretation of the data in relation to the variables considered in this research. Notwithstanding the empirical research process adhered in the study serves as a means of strengthening programs for career development as a contribution to the discipline. The researcher believes that students would be assisted effectively and efficiently in terms of managing successfully the proposed career development program.

Theoretical Framework

Super (1957) and other theorists of career development recognize that as people mature, they go through changes in career patterns which are determined by mental and physical abilities, socioeconomic factors, personal attributes, and the opportunities to

which individuals are exposed. People actually strive for career satisfaction in a work environment in which they can freely express themselves, and implement and develop positive self-concept. But in order to do so, career maturity, a central concept in Super's theory, plays a significant role. It is exhibited in the successful accomplishment of age and stage developmental tasks across the life span.

Super (1990) describes career maturity as "readiness to make career decisions" (Freeman, 1993, p. 261, as cited by Patton and McMahon, 1999). He suggests that career maturity can be measured through the individuals' attitudes and their knowledge of the work and life stages. Attitudes constitute the affective domain of career maturity and include "career planning, or planfulness; and career exploration, or curiosity" (Super, 1990, p.213, as cited by Patton and McMahon, 1999). Meanwhile, the cognitive characteristics of career maturity include knowledge and application of career decision making, knowledge of the labor force, and occupational preference. According to Super (1974), attitude domain is revealed in awareness of the need to plan for career and the need to further discover or explore career possibilities. The cognitive aspects are revealed in knowledge of decision-making process, problem-solving principles, and the acquisition of vocational and educational information. Further, Super (1957, as cited by Coertse and Scheppers, 2004) and Crites (1978) maintain that in order for a person to be considered career mature, s/he must display enough knowledge of self in order to gain insights, and must evaluate competencies in order to make an informed decision.

The domains of career maturity which include self-knowledge, knowledge of vocational information, career exploration, career planning and decision-making as

discussed by Super (1990) were further elaborated by other theorists. In the aspect of assessing self, Isaacson (1985) described a mature client as more likely to be prepared with self-knowledge. Conversely, the immature client has the need to be assisted in developing enough understanding of self before making a selection. In addition, Crites (1978, as cited by Coertse and Scheppers, 2004) explained that if a person is career immature, s/he cannot make an optimal career decision because it is difficult for an individual to think of a future career without fully understanding him/herself as to own capabilities and limitations. Likewise, Holland (1959, as cited by Osipow, 1968) believes that in order to have an adequate career choice, a person must first have an adequate knowledge of self and the probable occupations which will lead to a greater success in the future. Further, Parsons (1909, p.5, as cited by Crites, 1969) explicates in his trait-and-factor theory that in choosing a vocation, an individual must have a clear understanding of self, aptitudes, abilities, interests, ambitions, resources, limitations and their causes. A person must be able to compare own capabilities and dispositions with those skills demanded by occupations because without enough knowledge of self, it is impossible for one to select the best match.

The next highlighted component of career maturity is career awareness. Savickas (2001) stated that one major reason behind the youth's tendency to display career immaturity is due to lack of awareness of or concern about the choices that they will soon encounter. According to Mubiana (2010), career maturity and career development can be identified through the increased awareness of available career prospects or job opportunities. Herr et al., (2004) pointed out that guidance has to address students'

tendency to acquire little or no knowledge at all about different career options by constantly providing students with up-to-date career information.

With regard to career exploration component of career maturity, Super (1990) posited a theoretical model that conceptualizes the dimensions necessary in accomplishing the required tasks in the career development of students. He defined exploration as a drive to engage in experiences that will educate the individual about self and the environment. Allen (2008) pointed out that determining career exploration experiences and interventions promoting career maturity is necessary to discuss. Further, Langley (1990) and Langley et al., (1996) believed that when students have enough knowledge of own skills, abilities, and interests and have explored what prospective career entails, effective career decision-making can take place.

Another dimension of career maturity is career planning. This refers to the students' ability to implement the obtained knowledge in career planning (Kaur, 2010). When planning a career, it involves preparing in the present, intermediate future and distant future (Super, 1957). An increase of career planning strategies is essential to increase students' career thoughts, decidedness, and vocational maturity (Prescod, 2014).

When it comes to career decision-making dimension, according to Halpern-Felsher (2009, as cited by Andersen and Vandehey, 2012), adolescents are often perceived as poor in making decisions and incapable of adult thinking skills; yet they still have to make big decisions all the time which include education and training choices. But adolescents have the tendency to become unable to decide about future choice. This career indecision, is a developmental problem within the career maturation process "that

results from a lack of information about self or the world of work” (Chartrand et al.,1994, p.55). Coertse and Scheppers (2004) assumed that a person who is career mature is more capable of making a realistic and appropriate career choice and decision. According to them, career mature individuals are skilled in identifying specific occupational preferences and implementing activities in order to attain goals. Career maturity concept suggests that an individual should develop decision-making strategies, and achieve certain degree of self-insights that allows a consistent and realistic choice (Schmitt-Rodermund and Silbereisen, 1998).

Another perspective central to a career is the individual’s preference in a specific field (Coertse and Scheppers, 2004). In an attempt to define the background of the respondents in this study, students’ career preference based on sex, occupation of parents and teachers are considered. Miller (1987, as cited by Drummond and Ryan, 1995) identified parents as perceived by adolescents to be helpful in the decision-making process, thus, choice of career is strongly influenced by them. It is supported by the Generation Template Theory of Abrenica (2009, as cited by Villar, 2009) which emphasized that the important ingredients in choosing a career involve an availability of successful models in one’s family who can actually contribute to the child’s vocational interest. According to her, the child imitates what family members do and say, and the career or occupation of parents and other significant individuals are well-observed at close range, thus enabling the child to develop a mental schemata of it, and consequently form a preference towards a career which is mostly observed. A greater appreciation and understanding of a career are easily expected when a child is usually exposed to it.

Similarly, the Social Learning Theory of Bandura (1989) assumed that modeling can influence human behavior. This is due to the interplay of cognitive, personal, and environmental factors in a way that by observing parents, children learn what career path to take because they see their parents' jobs and are likely to follow those jobs later in life. According to Barnett (2007), teachers like parents are also perceived as key players in the young people's career path. In fact, teachers can motivate students to take particular options that are congruent with identified abilities and aptitudes (Falaye and Adams, 2008). On the other hand, in terms of sex, the Theory of Circumscription, Compromise and Self-Creation explains that the people and environment can influence young girls and boys' list of acceptable and unacceptable careers (Cochran et al., 2011; Gottfredson, 1981; Zunker, 2008). The main concept of the said theory is sex-type which includes masculine versus feminine occupations which have a large effect on how adolescents view occupations.

In relation to life stages, Ginzberg, Ginsburg, Axelrad and Herma (1951) label the period from eleven through seventeen as the stage of tentative choices characterized by individual's recognition of the problem to decide regarding a future occupation. According to Tulio (2012), it is in this event that proper guidance should be provided which warrants an outcome of concrete and compounded decisions. If adolescents are provided with sufficient career guidance during their state of occupational inconsistency, they can become more focused and knowledgeable in career development (Trusty, Niles, & Carney, 2005). Hence, Zunker (1998) strongly suggested that there should be career guidance programs designed to meet the needs of individuals in various stages of life.

Allum (1993, as cited by Bernstein and Cunanan, 1995) stated that the Department of Labor publication agreed that for career guidance to be properly implemented, it should address the three areas of competencies involved in the career development process.

Ideally, career guidance programs should develop:

1. Self-knowledge and self-awareness which pertain to mindful assessment of personal values, goals and interests;
2. Occupational and educational exploration that includes presentation and integration of information and experience; and
3. Career planning and decision-making which focus on understanding the interrelations among the self and the world and developing important skills in making rational and realistic choices.

The framework for determining commendable guidance programs catering to diverse populations basically consists of three clusters of components: (1) the delivery of career guidance programs; (2) the articulation and collaborative efforts; and (3) the support given by the institution to the career guidance and counseling program. The support group in the learning institution may include high school principal, community administrators, rules and regulations that support the program, evaluation, and follow-up policy and practice.

Figure 1 shows the theoretical framework of this study. As discussed by Super (1990), career maturity is composed of self-assessment, career awareness, career exploration, career planning, and decision-making. These five components constituting career maturity were measured in this study in order to determine the students' readiness to make appropriate career decision. Taking into account what Ginzberg, Ginsburg, Axelrad and Herma (1951) stated that adolescents are under the stage of tentative choices characterized by individual's recognition of the problem to decide regarding a future occupation, this study focused on determining the career maturity particularly of grades nine to eleven students. Aside from this, other variables such as students' career preference, parents' occupation, and sex were also considered. As revealed by the theories of Abrenica (2009) and Bandura (1989), parents' occupation can actually influence the career preference of a child. As a child observes the occupation of parents, a greater appreciation and modeling of the parents' career can be expected. Sex can also be a factor on how adolescents view occupations as discussed by Cochran et al. (2011), Gottfredson (1981), and Zunker (2008). After determining all of these factors, a proposed career maturity development program was formulated. The program is designed to meet the career needs of students in order to become ready enough to make career decisions. The modules of the program are meant to address the important findings of this study. The results would serve as a baseline data in developing the program and achieving the objectives of this study. Basically, the program aims to increase the career maturity of students highlighting the areas of competencies necessary in the career development process.

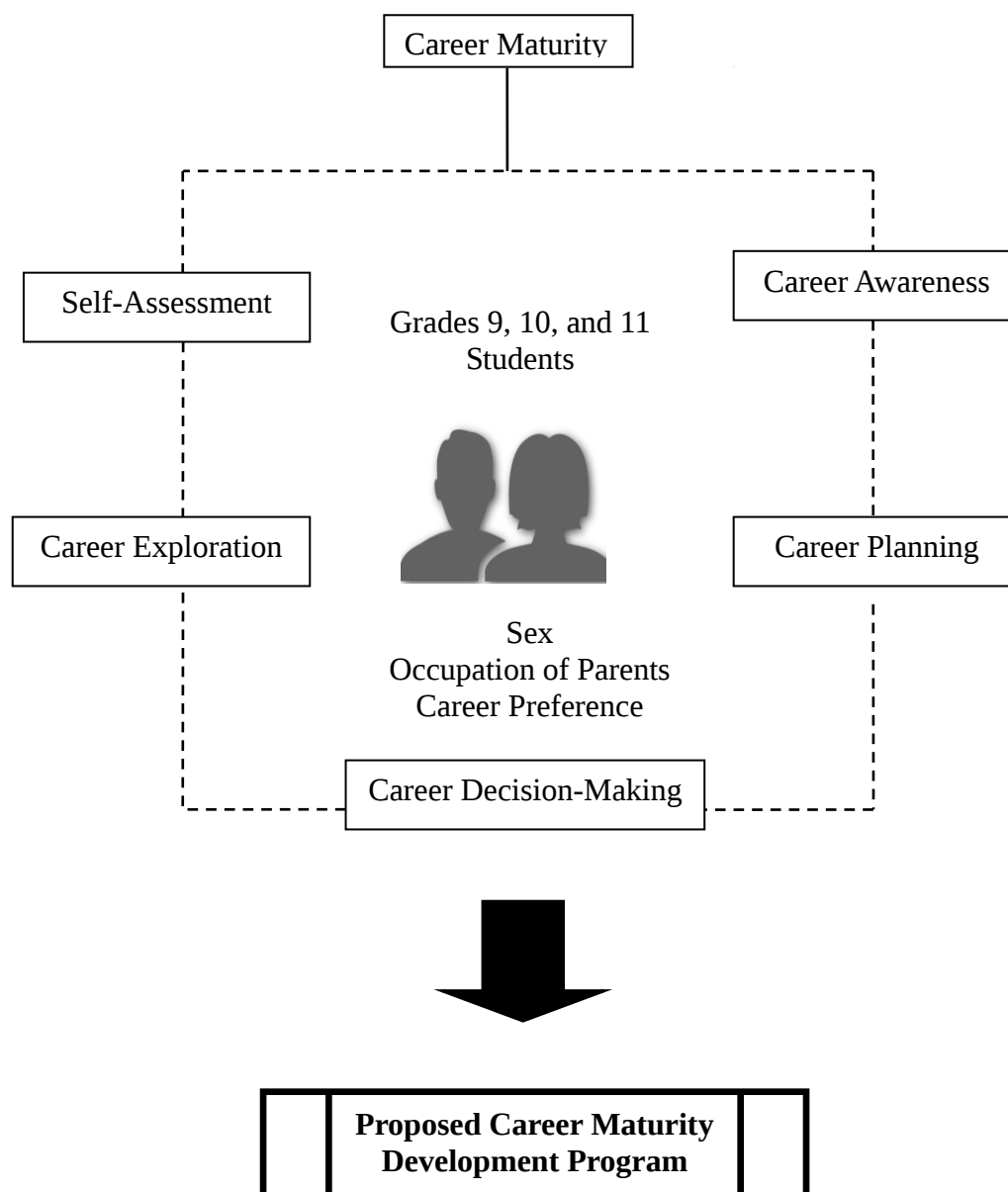


Figure 1: Proposed Career Maturity Development Program for Grades Nine to Eleven Students based on Self-Assessment, Career Awareness, Career Exploration, Career Planning and Career Decision-Making considering variables such as Sex, Occupation of Parents, and Career Preference

Statement of the Purpose

The study aims to develop a proposed career maturity development program for grades 9, 10, and 11 students enrolled in a Private Sectarian School in Manila.

Specifically, this serves the following purpose:

1. Identify the profile of the respondents in terms of:
 - 1.1. Sex
 - 1.2. Grade Levels
2. Establish the career maturity of the respondents with regard to:
 - 2.1. Self –Assessment;
 - 2.2. Career Awareness;
 - 2.3. Career Exploration;
 - 2.4. Career Planning; and
 - 2.5. Decision-Making.
3. Determine if there is a significant difference on career maturity of respondents in terms of profile.
4. Define the background of the respondents in relation to career preference based on:
 - 4.1. Sex,
 - 4.2. Occupation of Parents; and
 - 4.3. Teachers
5. From the results obtained, propose a career maturity development program.

Hypothesis

The present study anticipates a hypothetical outcome based on the stated purposes. A hypothesis was formulated to provide direction and situate the study in clear perspective:

- There is no significant difference in the career maturity of secondary students in terms of profile.

Significance of the Study

The study will be significantly beneficial to the:

Students, being the ultimate beneficiaries of this research, this will develop the ability to make appropriate career decisions for the future. The activities for career maturity development program will guide them toward understanding better how to cope with career demands expected in accordance to their stage of development. This will also serve as a means to address students' concerns and needs in terms of career. Thus, this will help students to become more equipped, ready and matured enough to face the challenges of entering college education.

School Administrators, for this will be a provision for integrating career programs in the school curriculum to ensure that students are career-ready after graduation. With the new K to 12 education program geared toward career tracking of students, there is also a need to enhance the school curriculum. The identification of the students' career maturity, its manifestations and reflections regarding career concerns will provide baseline data to determine relevant course of action to be undertaken for quality education. The inclusion of grades nine to eleven in the study shows the transitions, whether it has brought about progress or not, will be a good indication for the school

administrators. Through the data obtained, the administrators will also become more supportive of career programs specifically designed to meet the needs of students. The school will produce graduates who are more competent in the world of work.

Teachers, for them to understand better the individual needs of students in terms of career. It gives a wider perspective on how to integrate the importance of career planning in one's life in various subject areas. As teachers have the ability to influence students' choice of career, they can also guide the students by providing more classroom activities that will increase awareness in various fields of work. They can support the decision-making process of students through providing an accurate assessment of students' academic abilities which is a factor for consideration. In the needs assessment through degree of satisfaction portion of FAPE instrument, teachers can help evaluate the career guidance program provided for the students. Teachers can also serve as motivators for students to do better in class, as academic performances can affect and/or limit one's choice of career.

Guidance Counselors, for them to fully recognize and become more responsive to students' concerns on occupational-vocational choices. This will further assist the guidance counselors by using the proposed career development program or be able to prepare other service management suited for the respective students. They can intensify the school guidance program through structured career activities that will make guidance more effective and functional. Being advocates of career development, they can prepare task to make sure that students are supplemented with the necessary assistance on occupational information and decision-making process. This study will serve as a basis

not merely for career program implementation but for program evaluation as well.

Parents, for this research is truly beneficial to ensure career assistance offered to the students. Parents can be guaranteed that students are developed not just on academics but also on career preparation as well. Moreover, if parents know the career dilemma of their children, they can be of aid too by communicating and discussing more often with children on how to deal with conflicting career-related problems. In such a way, students become more directed toward the right, suitable career path. With constant guidance of parents, future success of the students can be expected. Moreover, this study would like to extend how parental expectations or inner latent dreams for their children's career must be taken into consideration. There are some parents who deliberately reinforce their children to carry out or inherit the family business. Parental desires of what career the children must succeed is not to be dictated nor be conditioned as to influence their children so as to allow free choice by children to see the merits of such parental desires.

School community, for the impact of this research will serve as a means for the school environment to become more responsive and sensitive to the unique needs, culture, and demands of students. The whole school community may become more involved and supportive in terms of promoting activities that will make students well-equipped in making career decisions.

Future researchers, for this study will be a reference as a source of related literature in the field of guidance, especially on career maturity. This will be a headstart for other researchers to be keen about career development of students which basically depends on their readiness or maturity to handle career-related concerns. It is hoped that

this study will encourage other scholars to gain more insights in the field of career development as an increasing area of concern among high school students. This can also provide framework on career programs that can guide and support other researchers. More studies in this field will diminish the chances of having students landing in a job which does not match their skills nor cause underemployment.

Scope and Delimitations

This study utilized the descriptive developmental research design in formulating the career maturity development program. This study also focused on determining the the career maturity of secondary students in K to 12 curriculum, involving grades nine to eleven students totalling 195 respondents who were sampled through the use of purposive convenient sampling. A consent letter was sent to the parents of respondents to ask permission to allow the students to partake in the study. The respondents were only those with consent letter approved by the parents. Moreover, in terms of the research locale, this study was conducted in a private sectarian school upon approval of a letter of request sent to the school principal.

This study focused on assessing the students' career maturity through the career needs assessment survey developed by Private Education Assistance Committee (PEAC), formerly Fund for Assistance to Private Education (FAPE). The survey questionnaire measures the students' career needs with regard to the variables involving self-assessment, career awareness, career exploration, career planning and decision-making. The data on career needs were utilized in determining the students' maturity or readiness to decide about future career. Respondents were likewise asked to answer the Student

Information Sheet to obtain data on some specific variables being studied. This study used frequency, mean, percentage, independent t-test, and one-way analysis of variance for the treatment of data gathered.

Definition of Terms

The following terminologies are used in this research work, defined conceptually and operationally for better understanding of how they are used in the study.

Career. It is a lifetime calling or pursuit that involves a profession, an occupation, vocation, avocation, or other calling that one pursues, although it may change, where one is able to develop interests and use potentials and aptitudes, skills, and abilities (Villar, 2009). Operationally, it refers to a lifestyle concept that involves the sequence of work, learning and leisure activities taken by a person throughout a lifetime.

Career Awareness. It requires students to have ideas on how to locate, evaluate, and interpret information about career opportunities (Drummond and Ryan, 1995). It is to gain knowledge about career fields and job opportunities.

Career Decision-Making. It is mostly regarded as a process that entails determining alternatives, collecting information, weighing the options, selecting one choice, and implementing the chosen alternative (Greenhaus and Callanan, 2006). This comprises identifying career goals, exploring options, and coming up with a more informed, satisfying decision.

Career Exploration. It is a way of gathering information about self as well as the environment, with a goal of fostering progress toward career (Greenhaus and

Callanan, 2006). It is a process of reflecting on self, considering training and educational requirements and choosing a career which fits one's interests, skills, and abilities.

Career Maturity. It refers to the students' "state of readiness" to make career decisions that schools and the world of work expect them to make (Super & Thompson, 1979). This refers to the students' readiness to make informed career decisions appropriate of their age. This also focuses on career-related needs of students that determine their readiness to engage in career decision-making tasks.

Career Maturity Development Program. It refers to strategies for students' career development which serves as a guide for the school guidance program to provide the foundation that will basically help students acquire skills and be able to have a successful transition from school to the world of work (Tulio, 2008). It is a set of activities planned and scheduled for implementation designed to assist students in their occupational choices. It addresses needs about self-awareness, information about the world of work, career exploration, career planning and decision-making.

Career Planning. It is a continuing process that allows a person to re-think and re-evaluate self and career options based on experiences, and growth development process (Tulio, 2008). It is a process of determining the course of action one must take in order to achieve career objectives in this research.

Demographic Profile. It refers to particular characteristics of a population (Lee and Schuele, 2010). It also pertains to the students' personal information like sex,

grade level, occupations of parents, and career preferences.

K to 12 Curriculum. An enhanced basic education designed based on K-6-4-2 model or Kindergarten, six years of elementary education, four years of junior high school referring to grades 7 to 10, and two years of senior high school comprising grades 11 and 12 (DepEd discussion paper, 2010, p.8). In this research, it involves junior high school referring to grades nine and ten only, and senior high school which refers to grade eleven students.

Secondary Students. Adolescents who have tasks of obtaining information about self and career opportunities, exploration, and reality testing of attitudes (Herr, Cramer and Niles, 2004). In this study, it constitutes grades nine to eleven students.

Self-Assessment. It refers to the identification of one's strengths and weaknesses with a view of improving self (Klenowski, 1995, p. 146 as cited by Ross, 2006). It involves assessing strengths, weaknesses, interests, skills, values, and personality traits which can greatly affect career choices.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the readings and studies derived from various references and materials found in foreign and local books, theses, dissertations, and on-line research studies found directly relevant to the study.

Career Maturity

According to Super (1977), the concept of vocational maturity is somewhat new in psychology; and although it has gained recognition in the recent times among counseling and career psychologists, many are still unfamiliar with it. Vocational maturity is defined as an individual's readiness to cope with vocational development task (Savickas, 1984). It is the person's ability to cope with the tasks of vocational or career development. Maturity consists of behaviors and attitudes manifested in the present which are likely to be encountered in the future. The person's ability is compared with that of others who are at the same life stage facing the same developmental tasks. It is said that the vocationally-mature person is one who is able to cope with tasks appropriate to his/her life stage which are likely to yield desired outcomes. To assess a person's vocational maturity, Super (as cited by Herr, 1974) suggested an evaluation of the individual's performance as compared with that of others who are in the same stage as s/he.

The career maturity concepts developed by Super involve critical phases which provide points of reference toward competencies associated to effective career growth. Moreover, the desired attitudes and competencies specify objectives for instructional and

counseling projects designed to foster career maturity development. Super (1974, as cited by Zunker, 1998) identifies six dimensions relevant and appropriate for adolescents:

1. Orientation to vocational choice (an attitudinal dimension of career maturity that determines whether the individual is concerned about vocational choice to be made);
2. Information and planning (a competence dimension regarding specification of information that individuals have about future career decisions as well as accomplished planning in the past);
3. Consistency of vocational preferences (the constancy of individual's preferences);
4. Crystallization of traits (individual progress in forming a self-concept);
5. Vocational independence (independence of work experience); and
6. Wisdom of vocational preferences (dimension concerned with one's ability to make realistic preferences consistent with personal tasks).

The dimensions of career maturity developed by Super (1957) upheld the concept that education and counseling can become the stimulus for career development. Career maturity is not merely concerned with individually-accomplished developmental tasks but also with the behavior demonstrated in coping with the tasks at a certain period of development. The readiness of individuals to enter career-related activities cannot be undermined in the career counseling process. Super (1957) maintained that in order to make the right career choice, a person should display a certain level of career maturity.

The ten propositions of Super (1990, as cited by Patton and McMahon, 1999) listed down the nature of career pattern, such as the occupational level attained, and the

sequence, frequency, and duration of trial and stable jobs, which are all determined by the individual's mental ability, education, parental socio-economic level, skills, personality characteristics (interests, needs, values, traits, and self-concepts), career maturity, and the opportunities to which s/he is exposed. Success in coping with the demands of the environment and of the organism in that context at any given life-career stage mainly depends on the individual's readiness to cope with these demands (or simply, on his or her career maturity). In particular, the term career maturity represented a readiness to engage in career-related activities, and the ability to master certain career developmental tasks appropriate to the age and life stage of an individual (McDaniels and Gysgers, 1992; Langley et al., 1996).

Career maturity is both cognitive and affective. It is a constellation of physical, social, and psychological characteristics, as it is likewise a hypothetical construct. The operational definition of career maturity is undoubtedly difficult to formulate as that of intelligence; but the concept is much briefer and even less definitive. In contrast to the impressions made by some writers, career maturity does not increase monotonically, and it is not a unitary trait.

Savickas (2001) avers that one major reason that youth might display career immaturity is that they lack awareness of or concern about the choices they will soon encounter. If an adolescent cares or have a limited knowledge about the world of work, then interest inventories reflecting possible occupational titles or activities may only provide misleading results for the individual. If a student has given little care and thought to occupational choice or to the process of unfolding a career, then the interest

inventory data and other ability test results may not be used effectively since students are not ready enough in planning for the next stage of life. Youth who knows how to value the work role and commit themselves to engage actively in it soon have the realization that they have to prepare themselves to become productive and contributing workers in general, and eventually train themselves for a particular occupation. Individuals who were ready enough to make age-appropriate and informed career choices are those who can engage in carefully planned exploration, have self-information, appropriate career information, and decision-making knowledge (Savickas, 1984; Themba, Oosthuizen and Coetzee, 2012). There are also other authors who regard career maturity in terms of understanding the steps necessary in making realistic career choices and the consistency of such career choices (Levinson, Ohler, Caswell, and Kiewra, 1998; Patton and Creed, 2001).

According to Osipow (1968), vocational maturity allowed the observer to evaluate the rate and level of an individual's development in relation to career matters. It is expected that vocationally-mature behavior will assume different shapes depending upon the context of life stage the individual has. The vocationally-mature 14-year-old is expected to be concerned with assessment of interests and abilities to reach educational goals, while the occasionally mature 45-year-old man is likely to be concerned on how he can maintain his career status amidst competition from younger men. In view of the fluid nature of vocational maturity, Super (1990) defined the concept normatively, in terms of the congruence between a person's vocational behavior and the expected vocational behavior at that certain age. If there is a closer correspondence between the two, then a

greater individual's vocational maturity can be expected.

Tiedeman (as cited by Hoppock, 1901) explained that maturity development integrating the personally-determined career is a matter of considerable duration in the life of man and woman. In fact, he views that maturity is always an evolving condition that progresses across the life span, and never an attained condition. Nonetheless, he believes that patterns are distinct at different ages in relation to different problems in the evolution of career.

Andersen and Vandehey (2012) posited that adolescents vary in their ability to make informed decisions, which depends upon the life domain and their previous experience. However, the adolescents are finally in a position where their life and level of maturity require for decision-making skills to be taught and properly used.

Components of Career Maturity

Self- Assessment

Normally, the starting point in career counseling is determining the client's career maturity for this can signify the client's developmental stage. A mature client is more likely prepared to deal with self-knowledge. Conversely, the immature client has the need to be assisted in developing enough understanding and exploration of self before making a selection (Isaacson, 1985). If an individual has an established awareness of self and the environment, this allows him/her to set realistic career goals (Greenhaus, Callanan, and Godshalk, 2007).

According to Lock (2000), making an honest assessment of self is one of the most difficult things to do in life. An individual needs self-knowledge to make judgements

about occupational prospects. One must take the responsibility for answering the question “Who am I?” which is the fundamental question of identity.

Holland (1959, as cited by Osipow, 1968) elaborated the importance of self-knowledge in selecting a career, an idea referring to the amount and accuracy of information an individual has about him/herself. The adequacy of occupational choice is mainly a function of the adequacy of self-knowledge and occupational knowledge. The greater the amount and accuracy of information the individual has about each, the more adequate is his/her choice of career.

Career Awareness

According to Mubiana (2010), career maturity and career development can be identified through the increased awareness of available career prospects or job opportunities. Yadav (2005) stated that the occupational pattern in recent years is fast changing as much as a sudden shift from one occupation to another has been apparent among the big proportion in the population. The occupations of the future are likely to be different from those now familiar to us and the pattern of occupational opportunities, skills, and qualifications required for the youth may change beyond recognition. It is thus imperative that adequate up-to-date information is available to the guidance worker, to make service more functional, informative, evaluative, and adjusting to be helpful for the students. It is through these facts that occupational information should become an essential part of the guidance program. Millar and Shevlin (2003) concurred that students must have access to a wide range of appropriate career information since it becomes observable that most young people are unfamiliar with numerous careers.

Hoppock (1976) once said that choice always involves knowledge; one cannot choose what one does not know; one may stumble into an appropriate occupation by sheer luck, but the wise choice of an occupation requires accurate information about what they offer. Occupational information is needed so students may know the jobs, work processes, locations of training institutions, the average income, status of the work, and future prospects. It is not possible for guidance worker to help individual students evaluate abilities and aptitudes without adequate and accurate work-oriented information in terms of the requirements needed in the job of choice. Students have to crosscheck the suitability of tentative choice by being able to gather important data about certain occupations. There must be realistic information about jobs and the possible trends and issues one may face in the preferred career. It is essential to know all the information about a job, since it assists students to establish the availability, demands of certain jobs, and how these jobs may satisfy their needs (Hoppock, 1976). Jordaan et al., (2009) stated that a central part of career decision making is the process of collecting information concerning career alternatives.

Career Exploration

Career development may be truly attained if an individual engages in career exploration as a way of gathering information about self and the environment. This career exploration may be triggered by a person's curiosity and a natural desire to explore. It is necessary that an exploratory attitude be maintained as a means of coping with and adjusting to an ever-changing set of challenges presented by a variety of challenging job situations and career transitions. By way of exploration, it promotes autonomy,

integration of the self, and the ability to find meaningful identity relevant in the process of career selection (Greenhaus and Callanan, 2006).

The integration of self-information and career information is crucial. When students have enough knowledge of own skills, abilities, and interests and have explored what prospective career entails, effective career decision-making can take place (Langley, 1990; Langley et al., 1996).

Grutter (2000, as cited by Andersen and Vandehey, 2012) elaborated that during adolescence stage, narrowing of interests and values and the struggle between the two can be observed. It is through the process of exploration that interest and value conflicts can be resolved.

Career Planning

Many observers have pointed out that students are not very efficient career planners. Some of the evidences are (1) most students choose career from among a very limited group of occupations; (2) as many as 40 to 60 percent choose professional occupations, though in reality only 15 to 18 percent of the work force is engaged in professional work; (3) young men show a striking lack of interest in sales, service, and clerical occupations, although these fields offer many job opportunities; and (4) there are still numerous students who are unable to express any choice of occupations (Bruce, 1981).

According to Shertzer (1981), career planning encompassed collecting information about self and about careers, taking into account the possible outcomes of numerous courses of action, and selecting plausible alternatives. Flexible career planning

must be provided to better assist adolescents in finding out definite ways to attain one's goals.

Career Decision-Making

According to Halpern-Felsher (2009, as cited by Andersen and Vandehey, 2012), adolescents are often seen as poor in making decisions and incapable of adult thinking skills; yet they still have to make big decisions all the time which include education and training choices. Career counselors can bring out adolescents' creativity by making them realize how some of their novel behaviors can actually influence the future. In order to become competent in making decisions, it is necessary to (a) identify all possible options; (b) identify the possible consequences of each option, involving the related risks and benefits; (c) evaluate the desirability of each consequence; (d) assess the likelihood that each particular consequence will actually occur; and (e) combine all information to decide on the best option.

Miller (1987, as cited by Drummond and Ryan, 1995) identified four major career decision-making characteristics of adolescents. First, adolescents have the need to identify and to be better informed about the world of work including the educational requirements and the type of training to be expected in various occupations. Unfortunately, many adolescents make decisions based on limited or insufficient data. Second, it is important to consider the values of adolescents as a factor in their career decision-making. Third, parents are perceived by adolescents to be helpful in the decision-making process, thus choice of career is strongly influenced by them. Fourth, adolescents consider personal experiences in school in making future choices of career.

It is very apparent that in our modern society, making a vocational choice is not a single decision made at one point in time, but a process containing many decisions, which may be great and small, that combine to set one on an individualized career development (Emmerling and Cherniss, 2003). The vocational decision-making process begins from an early age. It becomes evident when a young child is asked, “What do you want to be when you grow up?” and will eventually give an answer to the question. The many career decisions that a person has to make, starting from career fantasy and continuing through the adolescent and adult years, actually involve a complex synthesis of personal, social, and environmental components. But adolescents have the tendency to become unable to decide about future choice. According to Chartrand et al., (1994, p.55) career indecision is a developmental problem within the career maturation process “that results from a lack of information about self or the world of work”.

With increased affective and cognitive development, career maturity concept suggests that an individual gains access to information, develops decision-making strategies, and achieves certain degree of self insights that allows a consistent and realistic choice (Schmitt-Rodermund and Silbereisen, 1998). However, as early as high school, young people are urged to make career choice decisions. A person has to accept certain elements of self-concept as related to the occupational aspect of identity in order for the decision-making process to begin (Tiedeman and O’ Hara, 1963; Tiedeman and Miller Tiedeman, 1985). One must learn to promote aspect of self which can help in making career-related decisions and clarification of occupational identity.

Ziebell (2010) found out in her study that environmental supports which include

career maturity are positively related to inner-city youths' efficacy in making career decisions and its expected outcomes. The results appear that the stronger the support system and the greater career maturity, the better can they significantly predict decision-making and vocational outcome expectations.

Career Maturity and Sex

Chin (1988, as cited by Lau, Low, and RazakZakaria, 2004) explained further that female students have better career maturity due to factors like involvement in career counseling project together with their motivation to seek guidance and consultations from career counselors and to explore career of choice.

Honrade and Hermoso (1983) studied the career maturity profile of public and private senior high school students of Lipa City. They concluded that the senior high school students of Lipa City studying in private school do have a better career maturity profile than those senior high school students in the public institution. The female senior high school students were found to have a better career maturity profile than their male counterparts. A close relationship was observed between the senior high school students' scholastic standing and their career maturity. It showed that the higher the scholastic standing, the better the career maturity profile can be expected, and vice versa. The high and middle income group do have a better career maturity profile than those who belong to the low income group, and the groups whose fathers' educational attainment falls under the category of high and low have better career maturity profile than the group whose fathers belong to very low educational attainment. It was also noted that the group whose fathers fall under the professional occupations, has a better career maturity profile

than the group whose fathers are considered skilled and unskilled.

Career maturity in relation to adolescents' level of aspiration was investigated by Lal (2014). The sample of the study consisted of one hundred twenty senior secondary school students from Rohtak District in India. The study revealed that more female adolescents have high level vocational maturity. On the other hand, male adolescents fall in category of average level of vocational maturity. The results showed that more of the male adolescents tend to have high vocational understanding, high vocational aspirations, and high vocational decisiveness.

In the study of Onivehu (1992) on sex differences in career maturity of six hundred fifty one Nigerian adolescents, the result of t-test indicated that Female Nigerian adolescents obtained a significantly higher mean score as compared to males. The implications of these findings, as a result, were included in the career counseling of Nigerian adolescents.

Post-Kramer (1987) studied the work values and career maturity of some four hundred two boys and four hundred eighty three girls in ninth and eleventh grades of a suburban public high school in a large Midwestern city. It was found that girls scored higher on career maturity scale, particularly on involvement and independence scales as compared to boys. The results then suggested that the career maturity of girls may be more complex than that of the boys'.

Sirohi (2013) examined the career maturity of secondary school students in New Delhi, India, by gender, type of school, vocational guidance provisions, and students' perceptions about the school vocational guidance services. In the analysis of data,

females were found to possess higher career maturity than their male counterparts. Students of private schools manifested higher career maturity attitude than those students from government schools.

Career maturity of Singaporean adolescents was investigated by Tan (1989) whose findings revealed a general weakness in the dimensions of career exploration and career decision-making skills, and no significant gender difference among the respondents.

Generally, research findings demonstrate that females, across national context and age, tend to have higher scores on career maturity measures than males (Naidoo, et al., 1998; Van Reenen, 2010). However, the research of Sullivan and Crocitto (2007) indicated that males traditionally tend to be more strongly career-oriented than females. This finding is further elaborated in the study of Spencer (1999) which claimed that females tend to delay career decision making because of intense role confusion, which stems from possible gender stereotyping in career choices.

Career maturity is a valuable construct particularly in working with adolescents (Raskin, 1998; Vondracek and Reitzle, 1998). Assessment of career maturity can serve as a way to inform educational programming and counseling for youth (Levinson and Ohler, 2006). Patton and Lokan (2001) recognized the need for more studies on career maturity and its correlates, involving gender, age, socioeconomic status, and career indecision. Thus they call for more studies on career maturity which are applicable in today's workforce and the ever-changing career patterns of the young generations.

Career Maturity and Grade Level

According to Gonzales (2008), career maturity had been a development construct which matures with age and years in school. Yet, this development is not uniform; there are minor differences observed in certain school years. Information, decision-making and career planning are dimensions which show greater progression with age and school year. It is in the exploration dimension which has the least progression. All these signify that career maturity development in adolescence goes through certain phases of growth. Thus, enhancement of students' career maturity necessitates need analysis, program planning, and its implementation.

Gregorio (2006) studied the career maturity level and aspirations of San Sebastian High School students. A total number of 459 (four hundred fifty nine) high school students participated in the study. The study revealed that career maturity level depends on many factors as significant differences were observed across age, year level, and gender. It signifies that career maturity level increases as a student progresses in age and year level. In terms of gender, it appears that females tend to have higher career maturity level than males. Further, among the respondents, students from the fourth year level were found to have the highest career maturity, while the second year high school students have the lowest. Aside from the significant differences, the findings also showed that career maturity of students and their age, and year level have high significant relationships. Career maturity with regard to students' gender, schedule of allowance, and fathers' educational level were also found to have significant relationship.

Fr. Inocencio (1988) conducted a study on the career maturity of high school

students in the Don Bosco Technical Institute (DBTI) in the Philippines. A descriptive-normative correlational method of research was employed in the study. The participants for this research were freshmen and senior high school students from the five Don Bosco Technical Institute in the Philippines and freshman students from five selected equivalent schools paired respectively with the five DBTI. The findings revealed no significant differences in career maturity among first year high school students from DBTI-Tarlac, DBTHS-Cebu, and DBTI-Victorias; however, significant differences were found in the career maturity of first year high school students from other Don Bosco Technical Institutes. Fourth year students from DBTI-Tarlac, DBTHS-Cebu, and DBTI-Victorias have no significant differences in their career maturity which is in contrast with the findings among fourth year students of other Don Bosco schools in which significant differences were observed. Further, freshman DBTI students and those first year students from other selected schools have significant differences in their career maturity. The important findings of this study revealed that DBTI students differed significantly in their career maturity than high school seniors norm group in Metro Manila. A positive correlation and extremely high significant differences were noted in the career maturity of fourth year DBTI students and the first year high school students.

Jordaan and Heyde (1979, as cited by Herr et al., 2004) completed a comprehensive longitudinal analysis of vocational maturity among high school boys, ages 15 to 18 or grades nine to twelve. They found that only few grades nine and grade twelve students have decided about preferred career. It goes to show that vocational preferences concerning those grades tend to be uncertain, unstable, and unrealistic. Most

boys only knew little or have limited idea about the possible occupation to enter in the future. They lacked knowledge on the appropriate use of occupational information and the way they plan to achieve goals. The findings support the conclusion that occupational information awareness, decision-making and planning are important aspects of career maturity in adolescents.

The research of Powell and Luzzo (1998, as cited by Patton and Creed, 2001) found that there was no relationship between age or grade level of participants and their career maturity. According to them, it can be due to a probable uniform program of career development activities provided in the school which makes the educational milieu a less significant factor in the career maturity development of students.

One of Super's best known studies (1951, as cited by Zunker, 1998) is the vocational development of ninth-grade boys in Middletown, New York. One of the major considerations of this study is to identify and validate the vocational development tasks relevant to each stage of development. The findings revealed that the ninth-grade boys in this study had not reached a level of understanding of the world of work or themselves which are important in order to make adequate career decisions. Vocational maturity in terms of planning and occupational awareness was then proven to be unstable and irregular during a three-year period in high school. However, those individuals who were considered as vocationally-mature in the ninth-grade in accordance with their occupational knowledge, interest, and planning were found to be more successful as young adults. This reflects that career maturity and adolescent achievement has relationship to some significant degree in terms of self-awareness, knowledge of

occupations, and planning capacity. Thus, ninth-grade students who were able to accomplish developmental tasks successfully at certain stages tend to achieve greater maturity later in life.

Contrariwise, in the study of Tan (1989) about career maturity of Singaporean adolescents, results show that there is a strong evidence indicating that career development does mature with age. Career maturity is also positively associated with academic performance and parental involvement. It is then recommended that career guidance planning and implementation in schools be made to enhance the career maturity of the students.

Career Maturity Program

Torralba (1985) conducted a study on the effectiveness of a career exploration program towards development of freshman college students' career maturity at Urios College, Butuan City. The subjects comprised of 20 members, chosen randomly to form a group of 122 students. There were ten students who belonged to the control group and did not undergo the program, while ten students formed the experimental group and underwent treatment. In terms of the control group, the findings revealed no significant difference in the over-all pretest and posttest scores. However, the experimental group manifested a significant difference in the overall pretest and posttest scores. The significant difference between the overall posttest mean scores of the control and experimental group led the researcher to conclude that the Career Exploration Program is an effective and helpful tool to enhance freshman college students' career maturity.

Ugay (1981) developed a career maturity enhancement program and explored its effect on the career maturity level of selected senior high school students at the Southern Ilocos Polytechnic State College. The subjects of the study were thirty senior high school students composed of fifteen boys and fifteen girls randomly selected. They formed one control group and one experimental group. The pretest and posttest mean scores of the control group and experimental group showed a significant difference. The results also revealed a significant improvement in the performance of students under experimental group exposed to the career maturity enhancement program. Thus, it was concluded that formulating a Career Maturity Enhancement Program is an effective and helpful way to develop the career maturity level of senior high school students.

Career Development Needs in High School

The National Career Development Association (1995, as cited by Zunker, 1998) strongly suggested that high schools give more emphasis to career development, help all students plan careers, develop job skills, find jobs, and develop work skills. The career preparation stage in high school requires intensive self-awareness exploration, one important goal of which is to help students crystallize self-concepts. The development of planning skills, decision-making skills, and knowledge of occupations and job placement are the key factors to accentuate in career education infusion.

Dogar et al.,(2011) revealed that secondary level students have strong need of vocational guidance, for are found not matured enough to deal with different works and

careers primarily due to lack of awareness of skills and abilities including academic subjects that can aid in future planning. Oftentimes, students are unable to decide what career to pursue, otherwise known as career indecision, which is related to the career development concept (Gordon and Meyer, 2002). There are many students who have not received career guidance before entering tertiary education which makes the transition even more difficult for them (Davidowitz and Schreiber, 2008; Pieterse, 2005; Mudhovozi, 2011).

Students in senior high school have variety of needs for career guidance and counseling. Most often, the major goals of career development programs for senior high school students involve specific planning of next steps in education and work; values clarification of life roles as a worker; and assuming responsibility for decision-making and its consequences. Whichever of the numbers or trends concerning decisiveness in senior high school population one accepts, it is clear that career development needs among senior high school students are widespread. Many of them still have little or no knowledge at all about career options available to them or what will be required of them in the workplace (Herr et al., 2004).

“Career development involves one’s whole life, not just occupation. As such, it concerns the whole person, needs and wants, capacities and potentials, excitements and anxieties, insights and blind spots, warts and all. More than that, it concerns him/her in the ever-changing contexts of his/her life. The environmental pressures and constraints, the bonds that tie him/her to significant others, responsibilities to children and aging parents, the total structure of one’s circumstances are also factors that must be understood and reckoned with. In these terms, career development and personal development converge. Self and circumstances-- evolving, changing, unfolding in mutual interaction- constitute the focus and the drama of career development.”

(Wolfe and Kolb, 1980, pp.1-2, as cited by Gysbers et al.,1998)

According to Ginzberg et al., (1951), during the period of tentative choices, by virtue of their age and limited knowledge and experience, pre-adolescents and adolescents are unable to make a final decision about an occupation. However, as a primary function of their age, adolescents are forced to make decisions in relation to their ultimate career choice. Toward the end of high school, they must make a decision about their college education involving admission application. In the years between eleven and seventeen, adolescents are still not fully cognizant of the essential factors that should determine their decision about future occupation. Every year, adolescents gain greater

insight about themselves, their true interests, capacities, and the values regarded most highly. Young people learn more about themselves and reality, and as part of the maturing process, they have a growing ability to consider their desires and reality simultaneously.

Moreover, Ginzberg (1951, as cited by Drummond and Ryan, 1995) discussed the four stages in the tentative period of career development- the interest, the capacity, the value, and the transitional stage. The transition stage occurs in junior and senior years, or ages seventeen and eighteen. During this stage, students realize that they have to make timely, concrete, and realistic decisions about vocational future and must have to assume as well the consequences of their decisions. Students feel an increase in independence and try to seek new surroundings where skills and talents can be tried out. The practical factors that they begin to consider involve job preparations and the amount of salary that can be expected.

Other studies by Super (1969, 1990 as cited by Drummond and Ryan, 1995) called the period from 14 to 25 years the exploratory stage. The developmental tasks in this period are crystallization, specification, implementation, stabilization, and consolidation. Crystallization is a process that is characterized by high school students formulating ideas about work that might be appropriate for them. This task is considered the primary career development task of the adolescent years. High school students begin to explore resources that will help determine career decisions. They should be capable of differentiating values and interest and formulate general preferences. They recognize the time perspective necessary in planning. They begin to work toward the task of

specification and verify current occupational choice. They seek information concerning the preferred occupation and begin to plan and learn more about opportunities in the field of choice.

Theories of Career Development

Career development is viewed as an on-going process whereby the individual progresses through a series of life stages, each of which is characterized by a relatively unique set of themes, issues or tasks (Super, 1990).

John Holland's Theory of Career Choice (1959, as cited by Osipow, 1968) believed that in order to have an adequate career choice, a person must first have an adequate knowledge of self and the probable occupations which will lead to a greater success in the future. The theory maintains that in choosing a career, people look for environment that will allow them to use skills and abilities and express attitudes and values.

Further, Parsons (1909, p.5, as cited by Crite, 1969) explicated in his trait-and-factor theory that in choosing a vocation, an individual goes through the following processes: “ (1) a clear understanding of self, aptitudes, abilities, interests, ambitions, resources, limitations and their causes; (2) a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work; and (3) true reasoning on the relations of these two groups of facts”. This theory is under the premise that occupational decision-making occurs when people achieve adequate understanding of individual traits such as aptitudes, interests and personal abilities. In short, an individual must be able to compare own

capabilities and dispositions with those skills demanded by occupations because without enough knowledge of self, it is impossible for one to select the best match.

The Generation Template Theory of Abrenica (2009, as cited by Villar, 2009) emphasized that the important ingredients in choosing a career involve an availability of successful models in one's family who can actually contribute to the child's vocational interest. According to her, the child imitates what family members do and say, and the career or occupation of parents and other significant individuals are well-observed at close range, thus enabling the child to develop a mental schemata of it, and consequently form a preference towards a career which is mostly observed. A greater appreciation and understanding of a career are easily expected when a child is usually exposed to it.

The Social Learning Theory of Bandura (1989) is based on the assumption that modeling can influence human behavior. Watching what others do as well as the human thought process influence the career one chooses. This is due to the interplay of cognitive, personal, and environmental factors in a way that by observing parents, children learn what career path to take because they see their parents' jobs and are likely to follow those jobs later in life.

K to 12 Basic Education Program

The K to 12 Program of the Department of Education (DepEd) is composed of Kindergarten level and 12 years of basic education. This basic education means six years of primary education, four years of Junior High School, and two years of Senior High School. It intends to provide ample time for mastery of skills and concepts, develop lifelong learners, prepare graduates for tertiary education, and develop employment skills

and competencies of students. The salient features of K to 12 include strengthening early childhood education, creating curriculum which are relevant to learners, ensuring learning among the students, building language proficiency through the use of mother-tongue language, and nurturing Filipino youth to become holistic (<http://www.gov.ph/k-12-old/>).

In the discussion paper of the Department of Education (2010), it indicate that the quality of basic education in the Philippines has to be enhanced. The poor performance is reflected in the low achievement scores of Filipino students. The NAT for high school is 46.38% in SY 2009-2010, a slight decrease from 47.40% in SY 2008-2009. Further, the quality of education revealed that high school graduates lack the preparation for the world of work, entrepreneurship, and higher education. They do not possess the basic competencies as well as emotional maturity which are deemed important in the labor force. Students are too young when they graduate, and it limits their capacity to enter the work force. This implies that students who do not have the means to continue higher education would be unproductive or may experience exploitative labor practice. The short duration of the basic education program also results into having graduates who are not easily recognized as professionals abroad. In fact, the Philippines is the only country in Asia that has a 10-year basic education program among the three remaining countries in the world.

Among its benefits include having graduates who are well-prepared for higher education since they will have enough mastery of competencies and skills needed in the job market. It is hoped as well that through the K to 12 program, the Philippine

education system will find recognition of equivalence with international standards. On the other hand, the system will contribute to the development of individuals who are intellectually and emotionally mature and are capable of pursuing higher education disciplines.

Synthesis

The aforementioned studies and literatures bear resemblance or similarities and relations to the present study. The differences lie in the status of the schools used as social milieus of the studies, the nature and the characteristics of the participants covered in the study, as well as the methods of research.

The review of literatures on career maturity as discussed by Super (1957), Savickas (2004), Osipow (1968), Andersen and Vandehey (2012) were significantly related to the present investigation as they explained how the construct of career maturity actually affects an individual's tendency to decide about a certain career. As explained by the said theorists, individuals who were ready enough to make decisions in relation to career matters are those who are more capable of engaging carefully in self-assessment, career awareness, exploration, planning and making career decisions. The literatures about self-assessment, career awareness, career exploration, planning and decision-making are deemed important to the present study since they are the areas for consideration when discussing about career maturity. The self-assessment area was best explained by the theories of Isaacson (1985) and Holland (1959.) A mature client was described to be more likely prepared with self-knowledge which could help in making an appropriate career selection. Holland (1959) further elaborated that the greater the

amount and accuracy of information about self, the more adequate is the individual's career choice. On the career awareness area, Mubiana (2010), Yadav (2005) and Hoppock (1976) recognized the importance of having an increased awareness of available and up-to-date career information in identifying the individual's career maturity. The concepts discussed by Greenhaus and Callanan (2006) and Langley (1990) became relevant in understanding the career exploration component of career maturity since they explained how exploration of self and the prospective career can help find meaningful career decisions. When it comes to career planning component, Shertzer (1981) pointed out that adolescents have to be provided with a flexible career planning to better assist them in finding out definite ways to achieve one's goals. In terms of career decision-making area, Halpern-Felsher (2009) described adolescents as poor in making decisions, thus, counselors have to help them become competent decision-makers particularly in career matters. It was also corroborated by Miller (1987) who discussed about adolescents' characteristics in making choices which actually have to be given emphasis in the career development process. Meanwhile, on the concept of adolescents' career development which includes junior and senior high school years, the theory of Ginzberg et. al., (1951) and Super's theory (1969, 1990) were essential for they made further elaboration on the career stage and tasks which can be expected of their age.

The related studies both foreign and local were found to be relevant since these studies used similar variable on career maturity as related to sex and grade levels. These include the researches made by Chin (1988), Honrade and Hermoso (1983), Lal (2004), Onivehu (1992), Post-Kramer (1987), Sirohi (2013) and Tan (1989) who explored on

career maturity as related to sex. Whereas, the studies of Gonzales (2008), Gregorio (2006), Fr. Inocencio (1988), Jordaan and Heyde (1979), Powell and Luzzo (1998) and Super (1951) were found beneficial in understanding career maturity and grade levels. Moreover, the works of Torralba (1985) and Ugay (1981) strongly suggested that the formulation of career programs can help improve students' career maturity levels. The said studies presented evidences and valid findings which could provide support on the present study being investigated by the researcher. The findings of the related studies could also help the researcher in the interpretation and analysis of data.

The Generation Template Theory of Abrenica (2009) and the Social Learning Theory of Bandura (1989) were included in the discussion since they expounded on how the students' career preferences were being influenced by the parents' occupations. Successful models in one's family specially the parents whose occupations can actually contribute to the child's vocational interest.

The articles about the K to 12 Basic Education program and career development in high school provided a deeper understanding on how the schools should respond to career development needs of secondary students. In the discussion paper of the Department of Education (2010), it emphasized that the country's quality of education has to be enhanced since high school graduates lack the preparation for the world of work. These articles are important since the present study aims to propose a career development program that will basically address the students' career concerns.

CHAPTER III

RESEARCH METHODOLOGY

This chapter includes the discussion of the research design of the study, research setting, population, instrument, statistical treatment and the data gathering procedures.

Research Design

This study employed the descriptive developmental research design. According to Richey and Klen (2005), this design is used to establish techniques, procedures and tools based upon a systematic analysis of particular cases. It emphasizes the study of learning as a result of creating unique instructional interventions. Richey (1994) defined this design as a methodical study of designing, developing, and evaluating instructional programs, processes, and products that should meet criteria of effectiveness and internal consistency. According to Richey, Klein and Nelson (2004), the focus of developmental design typically entails situations wherein the product development process utilized in a particular situation is described and analyzed and the final product is evaluated.

The descriptive developmental research design was used in this study since it mainly focused on program development to enhance the students' career maturity or readiness in making future career selection. The program development was based on the significant findings of the study. It involved proper planning, designing, analysis and evaluation necessary to ensure its effectiveness. Moreover, it took considerations of the students' career maturity in terms of sex and grade levels to determine the differences and to show the progression in tracking their career.

Research Setting

The study was conducted in a Private Sectarian School located in Paco, Manila. Incidentally, the researcher is working in the said school and has observed that the need for career development among its students is notably emphasized. Moreover, the researcher opted to pursue the study in the said school for its convenience in terms of workable schedule and access of information necessary for the success of the study. The school community also assures safety and security of its students and teachers, thus, making the researcher and the respondents well - protected and free of risks from any harm during the conduct of research.

The school, like any other secondary schools, strives to promote the learner's holistic formation encompassing academic, personal/social and career development. Generally, the formation of the head and the heart is of vital matter in education. Likewise, the ability to develop a sustainable, lifelong learning is an important aspect in the life of the learners. Typically, schools aim to guide the students toward becoming globally competitive through adequate career preparation integrated in learning. Such advocacy in career is one of the goals of the research locale as well, where students are hoped to become productive and contributing individuals in the future. The locale of this study looks forward to produce graduates who are equipped with necessary competencies that help achieve greater satisfaction in the future life. Since the basic education institutions are faced with the new challenges and demands of the new K to 12 curriculum, the school also heads toward offering a senior high school program to cater the needs of the students.

Research Population

The school has a total population of nine hundred fifteen (915) students from preschool to grade eleven. Every grade level is composed of two sections except for grade one which has three. Each section has a maximum number of thirty nine (39) students. The grade nine is comprised of sixty nine (69) students; grade ten has seventy four (74) students; while grade eleven has sixty three (63) students. All grade nine to grade eleven have a total number of two hundred six (206) students. However, only one hundred ninety five (195) students consented to participate in the study.

The researcher used purposive convenient sampling technique. Saunders, Lewis, and Thornhill (2010) define purposive sampling as a non- probability sampling procedure in which the researcher's judgment is used to select the cases that make up the sample. It may be used when the researcher intends to select a sample that can represent a larger group of cases as closely as possible and to compare the different types of cases as well (Teddlie and Fen Yu, 2007). In this study, the researcher purposely choose all grade nine to grade eleven students as the research respondents because they fall on certain criteria that the researcher has set. These criteria include being junior and senior high school students of K to 12 curriculum enrolled in the research locale for school year 2015-2016. Respondents must also belong to grade nine, grade ten, and grade eleven levels. The respondents are not the researcher's counselees, thus, conflict of interests was avoided. The researcher believes that the respondents can be considered as a representative sample of a broader group and can provide answer to research questions in order to achieve the study objectives.

Research Instrument

The Student Information Sheet developed by the researcher was used to gather data on some variables being studied (see appendix A).

The Career Needs Assessment Survey was used to determine the career maturity of grade nine to grade eleven students (see appendix B). It is a questionnaire developed by Private Education Assistance Committee (PEAC), formerly Fund for Assistance to Private Education (FAPE). It was also used in the study of Domingo in 2008.

A letter of request was sent to PEAC asking permission for the use of the said instrument (see appendix C). As instructed by PEAC, the researcher sent as well an online request to Domingo who adapted the instrument for her study (see appendix D).

The questionnaire is classified into five areas: (1) Self-Assessment, (2) Developing Career Awareness, (3) Exploring Careers, (4) Planning Careers, and (5) Making Decisions. It is culture-free and not gender-biased. It contains items which are culturally fair and do not favor certain gender of respondents. It has a total of thirty (30) items. In every variable, seven (7) items comprised self-assessment, six (6) items for career awareness, five (5) items for career exploration; career planning has eight (8) items, and there are four (4) items for decision-making. The instrument can be administered to high school students. It takes twenty to thirty minutes to finish the survey.

The instrument was administered following the technical procedures. Students were first informed of the nature of the survey questionnaire to be answered. As indicated in the directions of the questionnaire, students were asked to check the column which best describes the intensity of the need by choosing whether the needs are Strong

Need (SN), Moderate Need (MN), or Weak Need (WN).

The scoring is as follows:

$\sum fx$ = is the sum of all the product of f and x

f = the frequency of each weight

x = the weight

where: SN = 3 MN=2 WN= 1

The mean computations are analyzed through the scale below which was provided in the FAPE administration manual.

Classification of Need	Degree of Intensity
Strong Need (SN)	2.34- 3.00
Moderate Need (MN)	1.67 - 2.33
Weak Need (WN)	1.00 - 1.66

For the interpretation of the instrument, a need is regarded as strong when the student respondent feels it as so dominant and very important part in his/her life. It is considered moderate when it is of average importance; and it is weak when it has no importance to the life of the student respondent.

Research Statistics

The data gathered were analyzed and interpreted using the following statistical tools (see appendix F):

1. The frequency (or absolute frequency) of an event is the number of times the event occurred in the study. This answered the specific statement of purpose 1 which is to identify respondents' profile in terms of sex and grade levels; and

purpose 4 to define the respondents' background on career preference based on sex, occupation of parents and teachers.

2. Percentage simply means "per hundred" is derived by multiplying each of the relative frequency values by 100. This answered the specific statement of purpose 1 to identify respondents' profile in terms of sex and grade levels; and purpose 4 to define the respondents' background on career preference based on sex, occupation of parents and teachers.
3. The arithmetic mean or simply "mean" (popularly called the average) refers to the sum of the separate scores or measures divided by the number of the scores (Reyes, 1998). This answered the specific statement of purpose 2 which is to establish career maturity of the respondents with regard to self-assessment, career awareness, career exploration, career planning, and decision-making.
4. The Independent t-test. It is a parametric test used to test significant difference of two independent groups. This answered specific statement of purpose 3 which is to determine the significant difference between the profile of respondents in terms of gender and their career maturity.
5. One-Way Analysis of Variance (ANOVA). Padua and Santos (1998) stated that research studies that call for a comparison of scores of two or more groups of respondents/subjects usually require a treatment called analysis of variance. In particular, one-way analysis of variance is applied to determine if there are any significant differences between the means of two or more unrelated groups. This answered the specific statement of purpose 3 which is to determine significant

difference between the profile of students in terms of grade levels and their career maturity.

Data Gathering Procedure

This study followed three phases:

Phase 1: Survey of Student Needs in Terms of Career through the Use of PEAC Survey Questionnaire

The researcher first made a letter asking permission from the School Director and the School Principal to conduct the study (see Appendix G and H). Upon approval of the school administrators, a consent form was given to the parents of the respondents since the latter are minors, or below eighteen years old (see Appendix I). Out of 206 total respondents from grades nine to eleven, there were only 195 respondents given parental consent to participate in the study, with 100% of students from grades ten and eleven and 84.06 % from grade nine who were allowed by their parents. When the consent forms were gathered, the researchers set a schedule for answering the survey made. With the schedule approved by the school principal, the researcher proceeded to administration of questionnaires which only took twenty to thirty minutes for each respondent to answer. The survey was administered in a classroom setting, particularly inside the respondents' respective classes. The survey was conducted per grade level, and the whole duration process was finished in one week. Students were oriented that the data obtained from this research would be kept confidential and anonymous. They were re-assured that individual answers would be treated with strict confidentiality. Data would be stored in a password-protected computer and only the researcher could view

individual answers. There was no amount and methods of compensations, financial incentives, nor study-related expenses were provided for the respondents since the study was completely voluntary.

The accomplished survey forms were tallied and categorized accordingly. Frequency distribution and percentage conversion were obtained as well, and finally the respondents' answers were summarized and the common responses were noted.

For ethical considerations, the manuscript underwent review of the Research Ethics Committee (REC). Approval of the University REC was first solicited before proceeding to the administration process (see appendix J). The consent form as well as the instrument were also screened and approved by the ethics committee. REC recommendations were included and followed during the conduct of the data gathering.

Phase 2: Analysis of the Results from the Career Needs Assessment Survey

For this phase, results were collated, tallied, and analyzed. The items for each variable were analyzed based on the computed mean scores, and were ranked accordingly to determine the items regarded as generally strong needs by the respondents. Results of the survey were compared to the most common responses of students with regard to career development during the individual routine interview done annually with students. Most of the responses basically supported the findings of the survey, as attested by the related studies and literatures used in the analysis and interpretation of data.

Phase 3: Formulation of Career Maturity Development Program

Based on the results obtained, the researcher developed a proposed career

maturity development program. The important findings of the study served as the basis in developing the program. The researcher took note of the students' highlighted areas of concern and incorporated them in the formulation of the proposed program.

Basically, the program contains the following parts:

- a. Rationale
- b. Framework of the Program
- c. Program Description
- d. Objectives of the Program
- e. Needs and Conditions
- f. Content of the Program
- g. Delivery Mechanism of the Program
- h. Program Evaluation

In terms of content, there were specific modules prepared for each grade level. A formal letter was sent to the experts for the validation of the proposed program (see Appendix K). The five experts were chosen because of their knowledge, experiences, and professional opinions helpful in the refinement of the program (see appendix L). Four experts came from the Philippine Normal University and are all registered guidance counselors. The researcher chose as well an expert from the research locale itself, with M.A. in Guidance and Counseling, who can better provide valuable comments and suggestions if the modules intended per grade level were suitable enough for the students. Suggestions provided by the experts were used to finalize the content of the program (see appendix M).

Shown below is the data flowchart of the study.

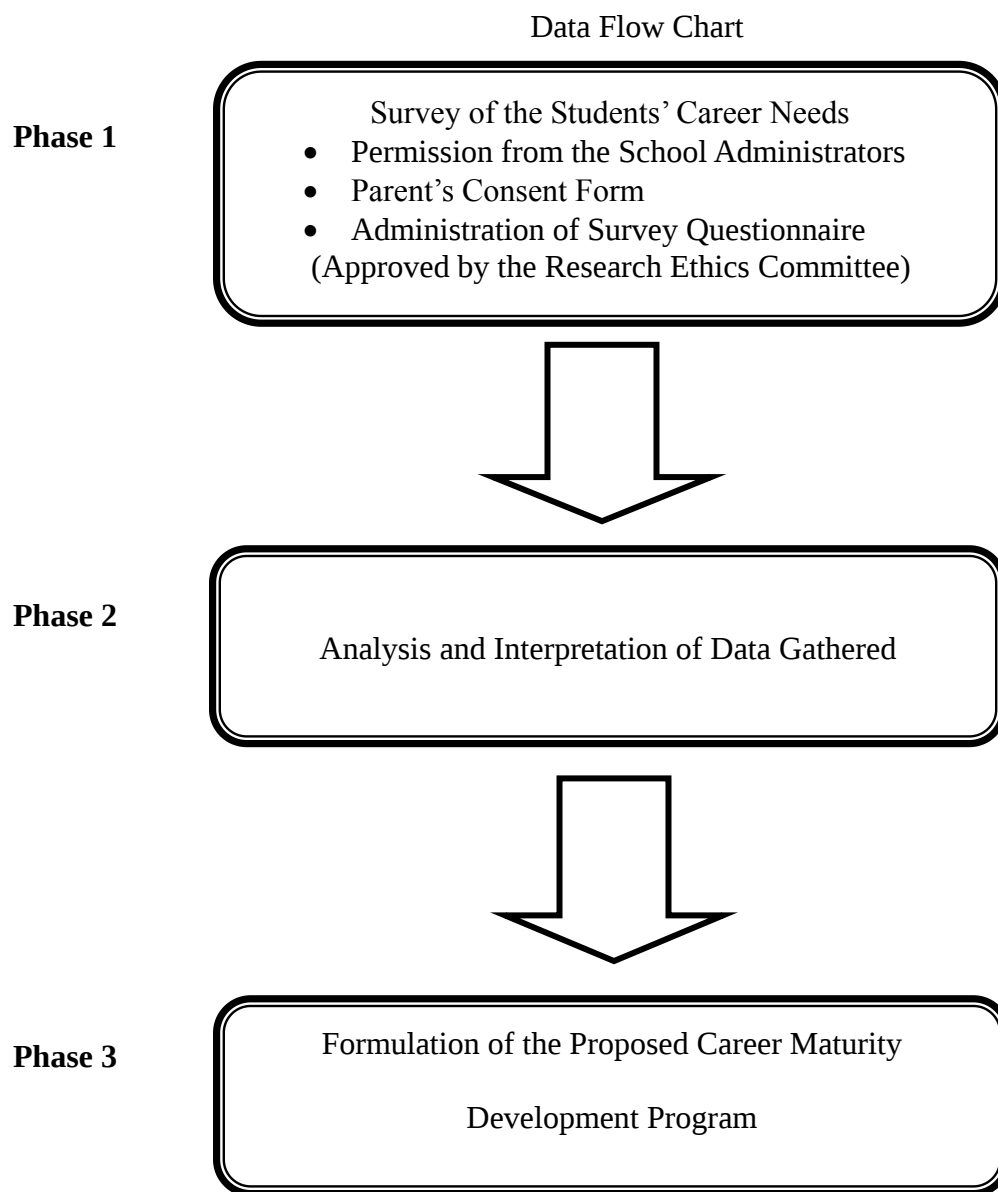


Figure 2
A Flow Chart showing the Procedures Undertaken in the Study

CHAPTER IV

PRESENTATION, FINDINGS, ANALYSIS, AND INTERPRETATION

This chapter includes presentation, analysis, and interpretation of the data relevant to the problems posited in the study. It presents the profile of the respondents, career maturity based on gender and grade level, and their career preferences. The findings are discussed in accordance with the research questions of the study.

Purpose # 1: Identify the profile of the respondents in terms of sex and grade levels

The Student Information Sheet was utilized to obtain data on the respondents' profile with regard to sex and grade levels. To determine the number of respondents in terms of male and female across grades nine to eleven levels, frequency and percentage were used as statistical tools.

Sex. **Table 1** presents a total number of 195 respondents comprised of 97 or 49.74% and 98 or 50.26 % male and female respondents respectively. Grade nine has an equal number of 29 male and female respondents with a percentage of 14.87. Grade ten has 36 or 18.46% male and 38 or 19.49% female respondents. For grade eleven, there were 32 or 16.41% male and 31 or 15.90 % female respondents.

Grade Levels. The table shows that out of 195 total number of respondents, 58 or 29.74 % came from grade nine level. There are 74 or 37.95 % respondents coming from grade ten, while grade eleven is composed of 63 respondents with a percentage of 32.31.

The results show that in terms of sex, the total number of male (97) and female (98) respondents are almost equal with female higher only in one number. As regards grade levels, grade ten (74) has the most number of respondents, followed by grade

eleven (63), then grade nine (58). It shows that the number of respondents varies in terms of grade levels.

Table 1: Frequency Distribution and Percentage of the Respondents' Profile

Sex Grade Levels	Male		Female		Total	
	f	%	f	%	f	%
9	29	14.87 %	29	14.87 %	58	29.74 %
10	36	18.46 %	38	19.49 %	74	37.95 %
11	32	16.41 %	31	15.90 %	63	32.31 %
Total	97	49.74 %	98	50.26 %	195	100 %

Purpose # 2. Establish the career maturity of the respondents with regard to:

Self –Assessment. The Career Needs Assessment Survey was used to determine data on respondents' career maturity in the self-assessment variable. The weighted mean was computed to assess the respondents' need on self-knowledge.

Table 2 shows that all items are considered as strong needs by the respondents except for number 6 “ *To have my standardized test scores interpreted to me,*” which is a moderate need with a mean of 2.28. The top three strong needs of the respondents include items (1) “*To know about my strengths and weaknesses,*” with a mean of 2.53; item (3) “*To develop self-confidence*” which has a mean of 2.50; and item (5) “*To know my interests, abilities and aptitude*” with 2.49 as its mean. Over-all, the needs of the respondents under self-assessment area yielded a mean of 2.44 which can be translated as strong need.

According to Crites (1978, as cited by Coertse and Scheppers, 2004), career maturity is essential in the choice of a career. It is difficult for an individual to think of a future career without fully understanding himself as to own capabilities and limitations. The results of the present study revealed that students particularly in junior and senior high school levels lack knowledge of self which is basically essential in determining what course to take in college. There is a strong need for students to realistically identify own strengths and weaknesses. It means that students must be helped to gain better awareness of self and to discover own interests, skills, personality, and values which have important bearings in the individual choice of career. This finding is supported by what the National Career Development Association (1995, as cited by Zunker, 1998) strongly suggests, that the career preparation stage in high school requires intensive self-assessment exploration.

Table 2: Career Maturity of the Respondents in terms of the Need for Self-Assessment

Self- Assessment	Weighted Mean	Qualitative Description
1. To know about my strengths and weaknesses	2.53	Strong Need
2. To understand , accept, and like myself	2.39	Strong Need
3. To develop self-confidence	2.50	Strong Need
4. To be able to express myself and opinions independently	2.41	Strong Need
5. To know my interests, abilities, and aptitude	2.49	Strong Need
6. To have my standardized test scores interpreted to me	2.28	Moderate Need
7. To understand what I realistically achieve	2.45	Strong Need
Grand Weighted Mean	2.44	Strong Need

Legend: 1.00-1.66 Weak Need, 1.67-2.33 Moderate Need, 2.34-3.00 Strong Need

Career Awareness. The data on the respondents' career maturity in terms of career awareness variable was collected through the use of Career Needs Assessment Survey. The weighted mean was computed to analyze the readiness of students with regard to occupational information.

Table 3 reflects that the respondents have strong needs in all items under the area of career awareness except for number 2 “*To know more about career choices of men and women*” which is a moderate need with a mean of 2.16. The top three items in which the respondents have strong needs include (6) “*To plan for future work*” with 2.63 as its mean; (5) “*To know where to look for job opportunities*” with a mean of 2.59; and (1) “*To know how to choose my career*” which obtains a mean of 2.53. Generally, the respondents' mean of 2.47 reveals a strong need in the area of career awareness.

Savickas (2001) stated that one major reason behind the youth's tendency to display career immaturity is due to lack awareness of or concern about the choices that they will soon encounter. According to him, if students have very little thought about the unfolding of a career or occupational choice, then they are not yet ready to utilize interest inventory data. The results of the study in the area of career awareness imply that students still lack knowledge on different career fields that can widen career options. Further, this means that students still have limited ideas on various occupational fields available in the job market because they may not have reached a level of understanding of the world of work because of the strong indication of need in this area. Herr et al., (2004) even affirmed that majority of the high school students have little or no knowledge about career options available to them or what will be required of them in the

workplace. Guidance has to address this concern by constantly providing students with up-to-date career information and occupational requirements relevant to help students become more knowledgeable in the field of choice. This is also related to what Yadav (2005) mentioned that in order to obtain a wise choice of occupation, accurate information about what they offer need to be accessible and readily available.

Table 3: Career Maturity of the Respondents in Terms of the Need for Career Awareness

Career Awareness	Weighted Mean	Qualitative Description
1. To know how to choose my career	2.53	Strong Need
2. To know more about career choices of men and women	2.16	Moderate Need
3. To understand the importance of work in my life	2.42	Strong Need
4. To become aware of career training offered in my high interest area	2.52	Strong Need
5. To know where to look for job opportunities	2.59	Strong Need
6. To plan for future work	2.63	Strong Need
Grand Weighted Mean	2.47	Strong Need

Legend: 1.00-1.66 Weak Need, 1.67-2.33 Moderate Need, 2.34-3.00 Strong Need

Career Exploration. In the variable of career exploration, the Career Needs Assessment Survey was utilized to determine the respondents' career maturity in this particular area. The weighted mean was used in the analysis of data concerning students' readiness in the area of exploring careers.

Table 4 indicates that the respondents have strong needs considering all items under Career Exploration area. The topmost rank pertains to item number 5 “*To get some job experiences in my highest interest areas*” with a mean of 2.69. It was followed by

item number 3 *“To explore which jobs match my interests and abilities”* which has 2.64 as its mean. Thirdly, item number 2 *“To discuss opportunities with person employed in career which I am interested”* with a mean of 2.59. Over-all, the obtained mean of 2.57 reflects that the respondents have strong need under the area of career exploration.

The theory of Super (1969, 1990 as cited by Drummond and Ryan, 1995) refers to the period from 14 to 25 years as the exploratory stage. The developmental task under this period includes crystallization or a process that is characterized by high school students beginning to formulate ideas about work that might be suitable for them. High school students start to explore resources that can help in their career direction. Crystallization also involves developing a realistic self-concept and implementing vocational preference through role try-outs. Based on the obtained data reflecting the strong needs of students on career exploration area, it appears that students have not yet fully implemented the developmental task of crystallization since they have not yet identified own vocational preference suitable for them. It becomes harder for the students to develop a realistic choice of career which may be due to the fact that they have not yet experienced actual role try-outs of preferred career necessary in the exploration process. This becomes evident as students expressed strong need on getting some job experiences in the high interest areas. As noted in the research locale, there is a limited opportunity for students to experience actual work load of preferred career. Students have not yet entered a formal on-the-job training where they can possibly try-out different work roles that can lead to a realistic career choice. The manifested needs of students on career exploration area indicate that students still feel the lack of exposure in

the field of training that can provide opportunities for learning experiences and sufficient realization as to whether or not the career choice matches skills and interests. There is a need for students to be engaged in career activities that can link learning to the chosen field especially that the new K to 12 education highly requires students to master specialized track.

Table 4: Career Maturity of the Respondents in Terms of the Need for Career Exploration

Career Exploration	Weighted Mean	Qualitative Description
1. To know the different kinds of job that are available in the community	2.49	Strong Need
2. To discuss opportunities with person employed in career which I am interested	2.59	Strong Need
3. To explore which jobs match my interests and abilities	2.64	Strong Need
4. To visit an industry or establishments in the community	2.44	Strong Need
5. To get some job experiences in my high interest areas	2.69	Strong Need
Grand Weighted Mean	2.57	Strong Need

Legend: 1.00-1.66 Weak Need, 1.67-2.33 Moderate Need, 2.34-3.00 Strong Need

Career Planning. The respondents' career maturity in the variable of career planning was obtained through the use of Career Needs Assessment Survey. The weighted mean was used to measure students' readiness in the area of planning careers.

Table 5 reveals that in terms of career planning, the respondents have moderate needs in some items. These items include (2) *"To talk to a counselor about career planning"*, (3) *"To have my parents get involved in my career planning"*, and (6) *"To know more about scholarships and financial assistance program"*. However, the strong need items of the respondents as reflected on the table are ranked as follows: (1) *"To*

develop a flexible career plan” with 2.64 mean; (7) *“To know more about procedures and requirements for college”* which has a mean of 2.62; and (8) *“To have more than one alternative on what to do after high school”* with 2.57 as its mean. The grand weighted mean of 2.44 indicates that the respondents have a strong need in the area of career planning.

Villar (2009) stated that the coverage of career planning and counseling must be very extensive since it affects all major aspects of a person’s life. This also goes hand in hand with what the National Career Development Association (1995, as cited by Zunker, 1998) strongly suggested that high schools give more emphasis to career development and help all students plan careers. Career planning, as an area of concern in the career maturity of students, must be given enough attention in order to lead students in the right pathways. As indicated in the findings of this study, the strong need in this area implies that students necessitate appropriate processing and guidance on the desired career to pursue. Students feel inadequate in terms of career planning which includes tasks of identifying career objectives, finding alternatives, and formulating flexible plans. However, based from the data gathered, students appear to have moderate need when it comes to talking to a counselor about career planning. This can be attributed to the fact that counselors conduct a one-on-one routine interview with students which involves questions about career development. Students may have perceived the routine interview as a form of career planning already, when in fact the context of career planning is broader and more extensive as described by Villar (2009). The routine interview is actually provided to the students mainly to serve as a baseline data in identifying those

who are faced with dilemma in academics, personal-social and career development. It includes career matters but it is not as extensive as what career planning should be. Indeed, the data gathered reflect that in general, students still have a strong need when it comes to career planning area. Developing a flexible career plan is the topmost need, signifying that majority of the students consider it of great concern. Apparently, there is still a need for the students to be assisted on how to make realistic and flexible plans for future career. This is important to be given emphasis just like what Shertzer (1981) strongly suggested that a flexible career planning must be provided to better assist adolescents in finding out definite ways to attain one's goals.

Table 5: Career Maturity of the Respondents in Terms of the Need for Career Planning

Career Planning	Weighted Mean	Qualitative Description
1. To develop a flexible career plan	2.64	Strong Need
2. To talk to a counselor about career planning	2.21	Moderate Need
3. To have my parents get involved in my career planning	2.25	Moderate Need
4. To know how and where to find career information	2.49	Strong Need
5. To know how my present school subjects relate to my career plan	2.47	Strong Need
6. To know more about scholarships and financial assistance program	2.28	Moderate Need
7. To know more about procedures and requirements for college	2.62	Strong Need
8. To have more than one alternative on what to do after high school	2.57	Strong Need
Grand Weighted Mean	2.44	Strong Need

Legend: 1.00-1.66 Weak Need, 1.67-2.33 Moderate Need, 2.34-3.00 Strong Need

Decision-Making. The Career Needs Assessment Survey was utilized to obtain data on career maturity of respondents under decision-making variable. The weighted mean was computed to analyze students' readiness in making decisions toward career.

Table 6 shows that the respondents considered all items as strong needs in the career decision-making area. Item number 4 *"To become aware of the probable outcome of decisions I will have to make"* obtains the highest mean of 2.70. It was followed by item number 1 *"To set my goals in life"* with a mean of 2.64. Next, with 2.63 mean was item number 2 *"To learn how to make decision"*. Lastly, item number 3 *"To learn how to adapt to change"* has a mean of 2.57. The grand weighted mean of 2.64 manifests that the respondents have a strong need in the area of decision-making.

Halpern-Felsher (2009, as cited by Andersen and Vandehey, 2012) conferred that adolescents are often perceived as making poor decisions as well as incapable of adult thinking skills. However, adolescents are in a position that requires certain level of maturity to decide about career to make in the future. The findings of this study revealed a marked concern on students' career decision-making skills. This is evident among the respondents because as noted, during the annual routine interview conducted with students particularly in grade nine to eleven, majority of them are still confused and have dilemma deciding on what career to pursue in college. This may be greatly attributed to the findings obtained in other significant areas of career constituting self-assessment, occupational information, career exploration and career planning which reveal the strong career needs of students. Apparently, these unaddressed major areas of career development add more to the students' difficulty in selecting the career appropriate for

them. It has somehow turned students to become undecided, at lost and less prepared to deal with career choices based also on the strong indication of need obtained in decision-making area. This finding is supported by Chartrand et.al, (1994, p.55) who explained that career indecision is a developmental problem within the career maturation process “that results from a lack of information about self or the world of work”. Similarly, the theory of Ginzberg et al., (1951) discussed that during the period of tentative choices, by virtue of their age and limited knowledge and experience, adolescents are unable to make a final decision about an occupation. As in the case of grade ten, deciding on what strand to pursue for senior high school is already a big question on their part. Some even expressed that they relied on what parents asked them to take. Moreover, in the annual tracer survey of graduates, there are also reports of students shifting courses in college, a case reflecting career indecision. Thus, it is essential to develop students’ ability in weighing options and selecting a career choice in order to avoid chances of misfits in college courses.

Table 6: Career Maturity of the Respondents in Terms of the Need for Decision-Making

Decision Making	Weighted Mean	Qualitative Description
1. To set my goals in life	2.64	Strong Need
2. To learn how to make decision	2.63	Strong Need
3. To learn how to adapt to change	2.57	Strong Need
4. To become aware of the probable outcome of decisions I will have to make	2.70	Strong Need
Grand Weighted Mean	2.64	Strong Need

Legend: 1.00-1.66 Weak Need, 1.67-2.33 Moderate Need, 2.34-3.00 Strong Need

Over-all Assessment of the Respondents' Career Maturity in Terms of their Needs in the Five Areas. Table 7 shows that generally, the respondents have strong indication of needs in the five areas of career needs. A mean of 2.64 was obtained in the area of decision-making which is considered as the highest in rank. It was followed by career exploration area with a mean of 2.57. Next in the rank was the career awareness area which yielded a mean of 2.47. Moreover, self-assessment and career planning areas ranked the same with an obtained mean of 2.44. The over-all weighted mean of 2.51 implies that the respondents have strong needs in terms of career.

Super (1957) maintained that in order to make the right career choice, it is important for a person to display certain level of career maturity. Taking into account the results obtained in this study, it can be noted that students still lack readiness in terms of career-related activities which affects capacity to attain an effective career development process. The strong indication of needs in the five areas of career calls for career programs whose design is focused on the development of understanding self, obtaining awareness of various occupational fields, becoming knowledgeable of work that matches interests and abilities, planning careers, and learning to make informed decisions. As decision-making is considered as the topmost need of students, this shows that students need more help in developing mature attitude towards career decisions. Generally, though the school has an existing career guidance program, the results imply that students may not have been satisfied with the career activities provided for them. Thus, it has to be intensified to help students become ready enough to make career decision which is a

very crucial matter in high school. Likewise, the dimensions of career maturity developed by Super (1957) support the concept that education and counseling can stimulate individual career development.

Table 7: Over-all Assessment of the Respondents' Career Maturity in Terms of their Needs in Five Areas

Areas	Weighted Mean	Qualitative Description
Self-Assessment	2.44	Strong Need
Career Awareness	2.47	Strong Need
Career Exploration	2.57	Strong Need
Career Planning	2.44	Strong Need
Decision Making	2.64	Strong Need
Overall Weighted Mean	2.51	Strong Need

Legend: 1.00-1.66 Weak Need, 1.67-2.33 Moderate Need, 2.34-3.00 Strong Need

Respondents' Career Maturity in Terms of their Needs in Five Areas Based on

Sex. Table 8 shows the comparison of the mean scores between male and female respondents in terms of career maturity considering the five areas of needs. All areas are described as strong needs by both male and female respondents. In the column for male respondents, the ranking of needs reveals the following: Decision-making ($x = 2.70$); Career Exploration ($x = 2.60$); Career Awareness ($x = 2.56$); Self-Awareness ($x = 2.46$); and Career Planning ($x = 2.45$). Nevertheless, in the column for female, the needs are ranked as follow: Decision-Making ($x = 2.57$); Career Exploration ($x = 2.54$); Career Planning ($x = 2.43$); Self-Awareness ($x = 2.41$); and Career Awareness ($x = 2.39$).

Generally, the respondents exhibited strong needs in the areas of career, signifying that both male and female students seem to have difficulty in making informed decisions which may be due to insufficient preparation in the process of career development. This

finding is supported by Domingo (2008) in her study of career needs of high school students involving male and female, where she concluded that generally, high school students have the need to be assisted in their career and future life.

Table 8: Respondents' Career Maturity in Terms of their Needs in Five Areas Based on Sex

Area	Male		Female	
	Weighted Mean	Qualitative Description	Weighted Mean	Qualitative Description
Self-Assessment	2.46	Strong Need	2.41	Strong Need
Career Awareness	2.56	Strong Need	2.39	Strong Need
Career Exploration	2.60	Strong Need	2.54	Strong Need
Career Planning	2.45	Strong Need	2.43	Strong Need
Decision-Making	2.70	Strong Need	2.57	Strong Need
Over-All Weighted Mean	2.55	Strong Need	2.47	Strong Need

Legend: 1.00-1.66 Weak Need, 1.67-2.33 Moderate Need, 2.34-3.00 Strong Need

Respondents' Career Maturity in Terms of their Needs in Five Areas Based on Grade Levels. Table 9 presents the comparison of the mean scores of respondents' career maturity in the five areas of needs based on grade levels. As noted, all areas were considered strong needs by the respondents. The top three strong needs ranked similarly across levels are decision-making as the highest, career exploration in the second rank, and career awareness as the third. Grade nine and grade eleven ranked career planning as the 4th, self-assessment in the 5th rank, while vice-versa was true for grade ten. Generally, when ranked based on grade level, grade nine obtained the highest mean ($x = 2.57$); followed by grade ten ($x = 2.49$); then grade eleven ($x = 2.47$).

The results imply that all respondents tend to have a strong concern on career preparation in high school which may be due to limited career activities provided per

grade level. This finding is consistent with the work of Dogar, Azeem, Majoka, and Latif (2011) which revealed that secondary level students have strong need of vocational guidance. Students of secondary level were found to be not matured enough to deal with different works and careers primarily due to lack of awareness of skills and abilities including academic subjects that can aid in future planning. Likewise, the present study signifies that secondary students are definitely in need of vocational guidance. There should be a career program that will focus on catering the needs of students in specific grade level. With the newly-introduced K to 12 curriculum in the educational system, high school students must be provided with career activities that will gear toward appropriate tracking of specific area for specialization when they enter senior high school.

Table 9: Respondents' Career Maturity in Terms of their Needs in Five Areas Based on Grade Levels

Area	Grade Nine (9)		Grade Ten (10)		Grade Eleven (11)	
	Weighted Mean	Qualitative Description	Weighted Mean	Qualitative Description	Weighted Mean	Qualitative Description
Self-Awareness	2.51	SN	2.41	SN	2.38	SN
Career Awareness	2.53	SN	2.46	SN	2.43	SN
Career Exploration	2.62	SN	2.55	SN	2.53	SN
Career Planning	2.52	SN	2.40	SN	2.40	SN
Decision-Making	2.69	SN	2.61	SN	2.61	SN
Over-All Weighted Mean	2.57	SN	2.49	SN	2.47	SN

Legend: 1.00-1.66 Weak Need (WN), 1.67-2.33 Moderate Need (MN), 2.34-3.00 Strong Need (SN)

Purpose # 3: Determine if there is a significant difference on career maturity of respondents in terms of profile.

Significant difference in terms of sex. Data on the respondents' career maturity were obtained through the Career Needs Assessment Survey. The independent t-test was used to determine if there was a significant difference in the profile of students in terms of sex and their career maturity.

Table 10 contains information in relation to sex of the respondents. Since the computed p-values for self-assessment ($P=0.783$) and career planning ($P=0.396$) were greater than the 0.05 level of significance, the null hypothesis failed to be rejected. Therefore, there was no significant difference in the students' career maturity as to self-assessment and career planning when sex was considered. Contrariwise, since the computed P-value for career awareness ($P=0.006$), career exploration ($P=0.017$) and decision making ($P=0.004$) were less than 0.05 level of significance, the null hypothesis was rejected. Therefore, there was a significant difference in the students' career maturity as to career awareness, career exploration, and decision making when sex was considered. It can therefore be deduced that career maturity depends on sex as a factor.

The computed mean based on sex as reflected in table 8 indicates that females tend to have lesser career needs when compared to males considering areas of career awareness (Male= 2.56 , Female=2.39); career exploration (Male= 2.60, Female=2.54); and decision-making (Male=2.70 , Female=2.57). The difference suggests that female students tend to have a better career maturity or career readiness than males. Based on review of local studies, this finding is supported by the works of Gregorio (2006) and Honrade and Hermoso (1983) who concluded that there is a significant difference in the

career maturity in terms of sex, in which females tend to possess better career maturity than males. In the same foreign research investigated by Sirohi (2013), data revealed that female secondary students in New Delhi, India are found to have better career maturity than their male counterparts. These results can be attributed to what Drummond and Ryan (1995) discussed that the rapid rate of development in girls as compared with boys is evident in the marked differences in the social orientation and maturity of the sexes.

Further, the result in the area of career awareness corroborates the work of Jordaan and Heyde (1979, as cited by Herr et al., 2004). It was revealed in their longitudinal study that most boys from grades nine to twelve have limited knowledge about the occupation they could enter. Their use of appropriate resources of information, their ideas of the world of work, and their plans for achieving goals were often seriously deficient. The results of this present study can be partly associated to the observation that most of the time, female students are the ones who commonly visit the guidance office and have more inquiries about various occupational fields as compared to male students. They are very keen about career information, updates and announcement posted on the bulletin board, and would even verify things by asking questions to the counselors about what they have read. These might have helped female students to become at least more aware of the possible career fields they can choose from.

Chin (1988, as cited by Lau, Low, & RazakZakaria, 2004) explained that female students have better career maturity due to several factors, like involvement in career counseling project together with their motivation to seek guidance and consultations from career counselors, and to explore career of choice. This somehow explains the probable

reason why female students exhibited a better career maturity than male students in terms of career exploration and decision-making. The motivation to try out work roles becomes evident among the female students of the research locale particularly in grade eleven level because there are some of them who openly shared summer-job experience in their family-owned business. This transpired during the discussion of career development as one topic in Personal Development course for senior high school grade eleven students, where the researcher handled the class during the first semester.

In terms of career decisions, the willingness to seek career counseling somehow helps female students in deciding for future career choices. Based on guidance report on number of high school students who voluntarily sought career counseling for this school year 2015-2016, it appears that out of sixteen (16) students mainly from grades ten to eleven, 13 or 81.25 % of them were female students. As such, it makes female students become at least more competent in making decisions about career.

Table 10: Test of Significant Difference between the Profile of the Respondents in Terms of Sex and their Career Maturity

Profile	Career Maturity				
	Self Assessment	Career Awareness	Career Exploration	Career Planning	Decision Making
Gender					
Computed t	0.783	2.783	2.003	0.396	2.837
P-Value	0.434	0.006	0.017	0.692	0.004
Decision	Failed to Reject Ho	Reject Ho	Reject Ho	Failed to Reject Ho	Reject Ho
Remark	Not Significant	Significant	Significant	Not Significant	Significant

Legend: Significant at $P < 0.05$

Significant difference in terms of grade levels. The data on the respondents' career maturity were collected through the Career Needs Assessment Survey. One way analysis of variance was used to determine if there was a significant difference in the respondents' profile in terms of grade levels and their career maturity.

Table 11 reveals data gathered pertaining to grade levels. Since the computed p-values for self-assessment ($P=0.185$), career awareness ($P=0.386$), career exploration ($P=0.493$), career planning ($P=0.593$) and decision making ($P=0.797$) were greater than the 0.05 level of significance, the null hypothesis failed to be rejected. Therefore, there was no significant difference in the students' career maturity as to self-assessment, career awareness, career exploration, career planning, and decision making when grade levels were considered. With these results, it can be deduced that grade level is not a factor in the career maturity of students.

This finding supports the research of Gonzales (2008), she concluded that career maturity is a development construct which matures with age and years in school but the development is not uniform because in certain school years, the differences are just minor. This finding is also consistent with the research of Powell and Luzzo (1998, as cited by Patton & Creed, 2001) who found that there is no relationship between age or grade level of participants and their career maturity. According to them, it can be due to a probable uniform program of career development activities provided in the school which makes the educational milieu a less significant factor in the career maturity development of students. This has become apparent in the locale of this study because there was no actual intensified career program primarily designed per grade level of students.

Basically, students are just provided with activities like career fair and seminars mainly participated in by the graduating level. In contrast, local study reported by Gregorio (2006) observed a highly significant relationship between students' career maturity and grade level. In another foreign study among Singaporean adolescents' career maturity, Tan (1989) found that there is strong evidence that career maturity does mature with age.

Table 11: Test of Significant Difference between the Profile of the Respondents in Terms of Grade Level and Their Career Maturity

Grade Level	Self-Assessment	Career Awareness	Career Exploration	Career Planning	Decision Making
Computed F	1.701	0.957	0.71	0.524	0.227
P-Value	0.185	0.386	0.493	0.593	0.797
Decision	Failed to Reject Ho	Failed to Reject Ho	Failed to Reject Ho	Failed to Reject Ho	Failed to Reject Ho
Remark	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant

Legend: Significant at $P < 0.05$

Purpose #4: Define the background of the respondents in relation to career preference based on:

Sex. The Student Information Sheet was utilized to obtain data on the respondents' career preference based on sex. Frequency and percentage were applied in the analysis of the data obtained. Career preferences were classified based on career strands under the K to 12 curriculum.

Table 12 shows that out of 97 male respondents, majority or 52 % of them intend to pursue a career related to Science, Technology, Engineering and Mathematics. Next to

this is Accountancy, Business and Management which 40 male respondents or 41 % would like to take up. Only 7 or 7 % of the male respondents preferred courses that are related to Humanities and Social Sciences. On the other hand, out of 98 female respondents, there are 41 students or 42 % who have a preference in Accountancy, Business and Management courses. 31 representing 32 % of the female respondents chose a career related to Science, Technology, Engineering and Mathematics. However, 26 respondents or 27 % would like to take-up courses related to Humanities and Social Sciences. Generally, out of 195 respondents, there are 81 students or 42 % who intend to pursue a career related to Accountancy, Business and Management. The same number of students and percentage are also obtained with regard to preference in Science, Technology, Engineering and Mathematics. Humanities and Social Sciences were the preferred career of 33 or 17 % of the respondents.

Based on these results, it can be noted that most of the respondents prefer a career which falls under the Academic Track of the new K to 12 curriculum. This track is designed by the Department of Education to prepare students who plan to push through with college education and to advance students' learning in the area of specialization. In addition, through the data gathered from the annual individual routine interview with students, the researcher also noted that even during previous years, the respondents have the most preference on careers such as Business Administration, Finance, Engineering, Medicine, and the like which actually fall under the Academic Track. St. Peter the Apostle School, being a private educational institution, has started to offer Academic Track for the first batch of grade eleven or senior high school level. The obtained data

rationalize the track offering of the school since it mainly revealed that students from grade nine to grade eleven mostly prefer career which are business-oriented in particular and other highly-rated professional courses.

Table 12: Distribution of Respondents' Career Preference Based on Sex

Career Preference	Male		Female		Total	
	f	%	f	%	f	%
Accountancy, Business and Management (ABM)	40	41%	41	42%	81	42%
Science, Technology, Engineering and Mathematics (STEM)	50	52%	31	32%	81	42%
Humanities and Social Sciences (HUMMS)	7	7%	26	27%	33	17%
Total	97	100%	98	100%	195	100%

Occupation of Parents. The Student Information Sheet was utilized to gather data on the respondents' occupation of parents. The statistical tools applied were frequency and percentage. Occupations of parents were categorized based on the Philippine Standard Occupational Classification (PSOC) of Department of Labor and Employment.

Table 13 indicates the respondents' occupation of parents. In the column of father's occupation, the data reveal that out of 195 respondents, 156 or 80 % of them have fathers whose occupation falls under business profession which ranked the highest. 13 or 7% of the respondents have fathers whose occupations belonged to Physical, Mathematical and Engineering Science professionals. It was followed by Life Science and Health profession with a frequency of 12 respondents or 6 %. There are 9 or 5 % who fall under social and related science profession, 2 or 1% are in Teaching profession while 1 or 1 % in Legal profession. However, there are two (2) respondents whose

fathers were deceased already. In terms of mother's occupation, out of 195 respondents, 107 or 55 % of the respondents have mothers whose occupation is in line with business profession which ranked the highest; 13 or 7% fall under Life Science and Health profession; and 12 or 6 % whose mother's profession is into Physical, Mathematical and Engineering Science Professionals. 7 or 4 % are under Social and Related Science Professional, while 3 or 2 % have mothers who are in the teaching profession. However, 47 or 24 % of the respondents stated that their mother is a plain housewife, while 6 or 3% of the respondents have mothers who were deceased already.

Generally, it can be noted that most of the respondents' occupation of parents are categorized as professionals and are relatively well-educated too. The Social Learning Theory of Bandura (1989) is based on the assumption that modelling can influence human behavior. This is due to the interplay of cognitive, personal, and environmental factors in a way that by observing parents, children learn what career path to take because they see their parents' jobs and are likely to follow those jobs later in life. Parental influence becomes evident in the respondents' choice of career since majority of them opt to pursue a degree related to business and other highly-rated professions including medicine, engineering, technology, humanities, and social sciences. These preferences are much alike with their parents' occupations. The study of Bruno (1997) supports this finding in which she claimed that the predictors which contribute significantly to the career preference of high school students include parents' influence.

Table 13: Distribution of Respondents' Occupation of Parents

Occupational Classification	Father		Mother	
	Frequency	Percentage	Frequency	Percentage
Physical, Mathematical and Engineering Science Professionals	13	7%	12	6%
Life Science and Health Professionals	12	6%	13	7%
Teaching Professionals	2	1%	3	2%
Business Professionals	156	80%	107	55%
Legal Professionals	1	1%	0	0%
Social and Related Science Professionals	9	5%	7	4%
Others: Housewife	0	0%	47	24%
Deceased	2	1%	6	3%
Total	195	100%	195	100%

Source: Philippine Standard Occupational Classification (PSOC) of Department of Labor and Employment (ble.dole.gov.ph/download/PSOC.pdf)

Occupation of Parents and Child's Career Preference. To further discuss the congruence between parents' occupation and the child's choice of career, data were obtained from the Student Information Sheet. The statistical tools applied were frequency and percentage. Occupations of parents were categorized based on the Philippine Standard Occupational Classification (PSOC) of Department of Labor and Employment.

Table 14 presents the distribution of the parents' occupation and the child's career preference. In terms of business profession, 41% of the respondents preferred a career parallel with parents', while only 1% did not want to go after parents' occupation. When it comes to social and related science professions, 5% of the respondents chose a career similar with parents, while 4% was not. However, considering physical, mathematical, engineering science professions, only 10% of the respondents wanted the same career as parents, while a bigger percentage or 15% of the respondents was found to prefer a career

different from parents'. With regard to life science and health professions, 8% still opted a career parallel with parents, whereas, 9% of the respondents did not intend to follow parents' occupation'. When it comes to legal profession, only 1% of the respondents chose a career congruent with parents', while 5% did not want a career the same with parents. Taking into account teaching profession, only 1% of the respondents wanted to teach just like parents', while 2% preferred a career different from parents'. Generally, majority or 64% of the respondents wanted to pursue a career congruent with parents' occupation, while 36% were found to choose a career dissimilar from parents'.

The obtained data signify the respondents' tendency to develop a strong preference on career that is usually observed from parents. As revealed in this study, majority of the respondents tend to prefer a career that is congruent with parents'. This is supported by the Social Learning Theory of Bandura (1989) which assumes that modelling can influence human behavior. The findings of this study strongly suggest that parents can serve as influential models in the career development of the child. In fact, to further support the study findings, based on responses gathered from the Student Information Sheet, the top three influential factors in the respondents' choice of career were the following: Interest in the course (58.46 %); Parents' Occupation (20.51%); and Advice of relatives and friends on the job (10.26%). Also, when asked about who decides for their career plans, the top three factors identified were the following: Myself (70.77%); Mother (12.82 %) and Father (12.31 %). In such a way, the findings reflect that parents are considered a source of influence in the respondents' career choices.

Table 14: Distribution of Parents' Occupation and Child's Career Preference

Occupational Classification	Parents' Occupation				Child's Preference			
	Father		Mother		Congruent w/ Parents' Occupation		Not congruent w/ Parents' Occupation	
	f	%	f	%	f	%	f	%
Physical, Mathematical and Engineering Science Professionals	13	7%	12	6%	19	10%	30	15%
Life Science and Health Professionals	12	6%	13	7%	15	8%	18	9%
Teaching Professionals	2	1%	3	2%	2	1%	3	2%
Business Professionals	156	80%	107	55%	79	41%	2	1%
Legal Professionals	1	1%	0	0%	1	1%	10	5%
Social and Related Science Professionals	9	5%	7	4%	9	5%	7	4%
Others: Housewife	0	0%	47	24%				
Deceased	2	1%	6	3%				
Total	195	100%	195	100%	125	64%	70	36%

Source: Philippine Standard Occupational Classification (PSOC) of Department of Labor and Employment (ble.dole.gov.ph/download/PSOC.pdf)

Teachers. The data were collected through the questionnaire on Career Needs Assessment Survey- Degree of Satisfaction Portion. It was also developed by Private Education Assistance Committee (PEAC). It was used to determine how satisfied teachers are in terms of career guidance provided to students. Mean was applied in the analysis of data gathered.

Table 15 presents the data on degree of satisfaction obtained from ten (10) teachers handling grade nine to grade eleven levels. It appears that the area on self-assessment has the lowest degree of satisfaction with a mean of 1.53 considered as not satisfied. It was followed by career awareness with 1.58 mean marked as not satisfied as well. However, the areas which are considered partially satisfied by the teachers were career planning ($x=$

1.68), decision-making ($x = 1.68$), and career exploration ($x = 1.76$). Generally, the obtained mean of 1.65 indicates that teachers are not satisfied with regard to career guidance services provided to the students particularly to grade nine to grade eleven.

Based on this result, the study found that the school guidance program as rated by the teachers really needs further improvement. Barnett (2007) stated that teachers like parents are also perceived as key players in the young people's career path. Thus, it is also essential to acknowledge them as vital collaborators in the career development of students. To further help in the career facilitation process of students, teachers were asked about their comments, perceptions or suggestions on the existing school career guidance service offered to students. Accordingly, in the self-assessment area, there were some teachers who observed that there was not enough exposure on career interest, neither on personality tests administered and interpreted to students to help them become aware of their own likes, dislikes, strengths, and weaknesses. Though the guidance office offers testing service for the students, the availability of updated psychological tests may not be enough for students to gain enough knowledge of self. Some of the most common career tests administered to students particularly to grade ten students before entering senior high school level are the Assessment for College Potential (ACP), which is mainly administered by the Asian Psychological Services and Assessment (APSA); and the National Career Assessment Examination (NCAE), which is a mandatory test from the Department of Education. These tests may help students increase self-knowledge; however, as perceived by the teachers, these testing tools may not be enough to further aid students to obtain adequate knowledge of self. As mentioned by one of the teachers, there should also be tests measuring career interests and aptitudes administered to students at an early stage to find out the consistency of choice. In such a way, students will become more directed toward a choice that consistently matches interests and

abilities. These observed limited psychological tests may have contributed to the result in the area of self-assessment which is regarded by the teachers as not satisfied. In terms of career awareness, though teachers acknowledge the career fairs and seminars provided for the students, still, there are students who remain to have insufficient knowledge about different occupations. There was one teacher who explained that in the previous years, there were a handful of students asking about available college courses, in-demand professions, as well as top performing colleges and universities specializing in certain courses. This may be an indicator that not all students are career aware of the nature and skills required in specific occupations. As suggested by the teachers, to increase career knowledge, there should be a career advocacy campaign which includes fun activities to be done annually with a prime objective of promoting awareness about various careers. This way, it will be easier for the students to acquire occupational information in a fun and enjoyable way. In terms of career exploration, planning and decision-making where teachers are partially satisfied, the results may be partly associated to the fact that students are provided with individual routine interview that includes career matters. This routine interview is observed to be a helpful way to enhance students' capacity to plan and decide about future career. However, as suggested by the teachers, there should also be activities that give students enough learning experiences and exposures to the occupation of choice where they can possibly apply what they have learned. Generally, the results imply that the school career guidance need to be more functional through enriched activities that can effectively guide students in career choices. Suggestions for improving the vocational guidance services through various activities like career fairs, seminars and workshops were put forward by the teachers. As noted, teachers also observed that there was no seminar conducted involving parents who can affect students' career decisions. These are strong indicators for the needs of the secondary school

students and the quality of the vocational guidance services provided in the school. Teachers' comments and observations somehow confirmed the need to strengthen the school career guidance program to properly direct the students on future career choice.

Table 15: Teachers' Degree of Satisfaction toward the School Career Guidance Service Relative to the Five Areas

AREAS	Weighted Mean	Qualitative Description
Self Assessment	1.53	Not Satisfied
Career Awareness	1.58	Not Satisfied
Career Exploration	1.76	Partially Satisfied
Career Planning	1.68	Partially Satisfied
Decision Making	1.68	Partially Satisfied
Overall WM	1.65	Not Satisfied

Legend: 1.00-1.66 Not Satisfied; 1.67-2.33 Partially Satisfied; 2.34-3.00 Fully Satisfied

Purpose #5: From the results obtained, propose a career maturity development Program

The formulation of career maturity development program for secondary students particularly the grades nine to eleven of K to 12 curriculum was the main output of this study (see appendix N). The results of the study served as the basis in developing the program modules. The findings revealed that generally, students have strong needs in all areas of career. Hence, the program put emphasis on developing students' capacity toward assessing self, acquiring occupational information, exploring careers, career planning, and decision-making. The ability to realistically identify own strengths and weaknesses. Since students were also found to have a marked concern on career awareness area, the program then highlights activities that provide updated and sufficient career information for the students. The strong indication of career needs under career exploration area became the basis as well to further assist students in discovering career that matches interests and abilities. Moreover, the strong needs of students in career

planning and decision-making areas were utilized in developing strategies that can guide students in creating a flexible career plan and learning how to make decisions. The program can be applied to high school males and females since both sexes appeared to have strong career needs in general. However, as the findings revealed significant differences in terms of sex wherein females appeared to have a better career maturity than males, this proposed program is strongly recommended for males who are more in need of guidance in the areas of career awareness, career exploration and decision-making. Further, the results of this study indicate that there was no significant difference observed in the career maturity of students in terms of grade levels. It was found out that grade nine, grade ten and grade eleven students have strong needs of career guidance in order to become ready enough to make career decisions. Therefore, this proposed program contains career guidance activities for specific grade level to provide students proper assistance through a developmental framework of career development. Moreover, teachers' suggestions to administer more career tests and to conduct career fairs were given emphasis in the program. Standardized tests that measure personality, aptitude, interests and study habits were highlighted to be administered and interpreted to students as part of enhancing the self-assessment area. Activities like career-clinic day and career-focused field trip were also included as strongly suggested by the teachers.

Taking into account the findings obtained from this study, it shows that career development is really becoming a major concern among the students, realizing that it is necessary to prepare them to meet the demands of today's workplace. It calls as well for specific interventions from the school in order to help students avoid chances of misfits in

college courses. The proposed career maturity development program basically focuses on addressing high school students' career needs essential to develop readiness in career choices. It aims to help students attain maturity in choosing a career in terms of self-assessment, career awareness, career exploration, career planning, and decision-making as areas needing emphasis based on the findings obtained. It also intends to guide students to attain better insights in making appropriate career choice. Further, it aims to make the learning experiences more holistic for both the students and the school.

The proposed career maturity development program is composed of significant career areas which include self-assessment, career awareness, career exploration, career planning, and decision-making. Each component contains specific indicators of students' needs. These indicators were used in developing the program modules to meet the unique needs of students. There are different sets of modules particularly designed in every grade level. The program is actually based on a developmental framework of career development.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the findings, conclusions, and recommendations of the study.

Summary

This study examined the career maturity of secondary students under the new K to 12 curriculum, with a total of 195 respondents from grades nine to eleven. Data on the students' career maturity was determined using the Career Needs Assessment Survey, a questionnaire developed by Private Education Assistance Committee (PEAC), formerly Fund for Assistance to Private Education (FAPE). The Student Information Sheet was used to obtain data on other variables such as sex, grade level, occupation of parents and career preference. This study made use of descriptive comparative research design using frequency, mean, percentage, independent T-test, and one way analysis of variance as statistical tools.

Summary of Findings:

The following are the summary of significant findings obtained in this study.

1. Profile of the Respondents

1.1. *Sex.* There are 97 or 49.74% male respondents and 98 or 50.26 % female respondents.

1.2. *Grade levels.* The number of respondents varies in terms of grade levels. More respondents came from grade ten (f =74 or 37.95 %) than grade nine (f =58 or 29.74 %) and grade eleven (f = 63 or

32.31%).

2. Career maturity of the respondents were not yet established with regard to the following:

- 2.1. Self- assessment yielded a mean of 2.44 which can be translated as strong need.
- 2.2. Career awareness got a mean of 2.47 considered as strong needs.
- 2.3. Career exploration has 2.57 mean described as strong needs.
- 2.4. Career planning obtained 2.44 mean indicating strong needs.
- 2.5. Decision-making got a mean of 2.64 which manifested the respondents' strong needs on this with respect to career.
- 2.6. The over-all weighted mean of 2.51 implies that the respondents have strong needs considering all areas of career.

3. Significant difference on career maturity of respondents in terms of profile.

3.1. *Sex.* There was no significant difference in the students' career maturity in terms of sex as to self-assessment ($P=0.783$) and career planning ($P=0.396$) variables. However, a significant difference was observed in the variables of career awareness ($P=0.006$), career exploration ($P=0.017$), and decision making ($P=0.004$) when sex was considered.

3.2. *Grade levels.* There was no significant difference in the students' career maturity in terms of grade levels considering the areas of self-assessment ($P=0.185$), career awareness ($P=0.386$), career exploration

($P=0.493$), career planning ($P=0.593$), and decision making ($P=0.797$) when grade levels were considered.

4. Background of the respondents in relation to career preference based on:

4.1. *Sex.* Most of the male respondents or 52 % have favored careers related to Science, Technology, Engineering and Mathematics, while majority of the female respondents or 42 % ranked Accountancy, Business and Management as the highest career of preference.

4.2. *Occupation of Parents.* 80 % of the respondents with fathers whose occupation falls under business profession ranked the highest. Likewise, on the mothers' occupation, 55 % or majority of the respondents' mothers have occupation in line with business profession.

4.3. *Teachers.* The obtained mean of 1.65 indicates that teachers are not satisfied with regard to career services provided to students particularly for grades nine to eleven.

5. The proposed career maturity development program aims to address the career concerns of respondents based on the significant findings of this study. The career guidance activities provided for a specific grade level are geared toward having better insights among students in making appropriate career choice and of facilitation of career development. The modules were subjected to content validation by experts, with results obtaining a weighted mean average of 2.85 interpreted as appropriate.

Conclusions:

The following are the conclusions drawn from the findings:

1. Majority of the students felt that they have strong needs in terms of career guidance, making them not ready enough toward occupational choices. They feel they lack competence in self-knowledge, occupational fields, exploring careers, planning, and decision-making process. Generally, no “weak need” is even identified by the respondents.
2. Generally, the respondents have not yet reached career maturity as indicated by their strong needs in all areas of career pertaining to self-assessment, career awareness, career exploration, career planning, and decision-making. Among these five areas of needs, decision-making is found to be the highest need in rank.
3. Career maturity is based on sex as a factor. Females tend to have better career maturity than males. However, career maturity does not vary as the grade level increases. There is a need to expose students to workable and appropriate activities that will develop career readiness in making wise career decisions.
4. The secondary students have the same preference towards the Academic Track of K to 12 curriculum which involves strands such as Science, Technology, Engineering and Mathematics (STEM), Accountancy, Business and Management (ABM), and Humanities and Social Sciences (HUMSS). Parents’ occupation can affect students’ choice of career. Thus, parents can become valuable and effective source of influence who can primarily guide students in planning toward future career.

5. The Career Maturity Development Program is essential to the secondary students since they need proper assistance to ascertain readiness in making appropriate choices.

Recommendations:

In the light of the findings and conclusions, the following recommendations are therefore presented:

1. The proposed career maturity development program be tried out at the research locale for S.Y. 2016-2017.
2. Regular evaluation of the guidance program, where career guidance is included, should be done to improve its quality effectiveness and at the same time, help the guidance counselors improve skills and competencies as career advocates.
3. For the school administrators, to recognize the positive role of the guidance and counseling interventions in enhancing career maturity of students, and at the same time, be supportive of career-related activities which are deemed essential to develop a more mature vocational decision-making attitudes and competencies of students.
4. For the guidance counselors, to continue to provide constant efforts to address more adequately the career-related needs of secondary students instead of assuming that career maturity may naturally increase with grade levels. Counselors must plan systematic interventions appropriate to the students' level to ensure the right career track when students enter senior high school stage.

5. For the class advisers and faculty members, to promote career development by integrating career information in a class situation and become more cautious in referring students for career counseling.
6. Conduct seminars for parents highlighting the roles they play in the career development of their children.
7. A parallel study may be conducted among secondary students under K to 12 curriculum from both private and public schools to explore if there is a significant difference in the students' career maturity considering the type of school as another variable.

REFERENCES

- (2015). Retrieved from www.pacareerstandards.com/.../career-theory-holland-bandura-super.doc
- (2015). Retrieved from http://www.depedregion6.ph/pdf/The_Enhanced_%20Kto12_Basic_Education_Program.pdf
- (2015). Retrieved from <http://www.gov.ph/k-12-old/>
- Abrenica, A. (2009). The generation template theory of career choice: a proposal. *Journal of Counseling, APECA*.
- Allen, D.W. (2008). *Career maturity and college persistence: A longitudinal study of first year students*. Dissertation. Retrieved July 28, 2016 from https://books.google.com.ph/books?id=3q3CgfmQxwC&pg=PA18&lpg=PA18&dq=Career+Maturity+and+exploration&source=bl&ots=yl7yjQCfSg&sig=NGJENGtp46Zq3_AiKs1byJPYlFc&hl=en&sa=X&ved=0ahUKEwju1OqpuJXOAhVLHZQKHc3iBygQ6AEISDAI#v=onepage&q=Career%20Maturity%20and%20exploration&f=false
- Allum, K. F. (1993). *Finding one's way: Career guidance for disadvantaged youth*. Washington, DC: U.S. Department of Labor, Employment and Training Administration.
- Alqueza, V.M. (2004). *Guidance and counseling in schools*. The National Library-Filipiniana
- Andersen, P. & Vandehey, M.. (2012). *Career counseling and development in a global economy* (2nd Edition). Brooks/Cole Publishing Company, CA
- Bandura, A. (1989). *Social foundations of thought and action*. New Jersey: Prentice-Hall
- Barnett, R.C. (2007). *Understanding the Role of Pervasive Negative Gender Stereotypes: What Can Be Done?*. Heidelberg, Brandeis University
- Bernstein, C. & Cunanan, E.S. (1995). *Exemplary Career Guidance Programs: What Should They Look Like?*. National Center for Research in Vocational Education. Berkeley, CA. Retrieved August 5, 2016 from http://www.nrccte.org/sites/default/files/publication-files/exemplary_career_guidance_programs.pdf
- Bruce, S. (1981). *Career planning* (2nd Edition). Houghton Mifflin.
- Bruno, M.S. (1997). *Determinants of career preferences of senior high school students*

- of Marikina Institute of Science and Technology: Implications to Career Guidance*. Thesis. Trinity College, Quezon City
- Chartrand, J. M., Martin, W. F., Robbins, S. B., McAuliffe, G. J., Pickering, J. W., & Calliotte, J. A. (1994). Testing a level versus an interactional view of career indecision. *Journal of Career Assessment*, 2, 55-69. Retrieved November 28, 2015 from: <http://www98.griffith.edu.au/dspace/bitstream/handle/10072/3987/...?sequence=1>
- Chin (1988). Maturity of careers among high school students. In P. Lau, S. Low , & RazakZakaria . *Gender and Work: Assessment and Application of Super's Theory-Career Maturity*. British Journal of Arts and Social Sciences. ISSN: 2046-9578, p. 182.
- Cochran, D.B., Wang, E.W., Stevenson, S.J., Johnson, L.E. & Crews, C. (2011). Adolescent occupational aspirations: Test of Gottfredson's Theory of Circumscription and Compromise. *The Career Development Quarterly*, 59, 412-427.
- Coertse, S. & Scheppers, J. (2004). Some personality and cognitive correlates of career maturity. *SA Journal of Industrial Psychology*, 2004, 30 (2), 56-73. Retrieved November28, 2015fromhttps://ujdigispace.uj.ac.za/bitstream/handle/10210/2211/psyc_v30_n2_a6.pdf?sequence=1
- Crites, J.O. (1978). Career Maturity Inventory: Theory and research handbook (2nd ed.). In Coertse & Scheppers (Eds). *Some Personality and Cognitive Correlates of Career Maturity*. *SA Journal of Industrial Psychology*, 2004, 30 (2), 56-73
- Crites, J.O. (1969). Vocational psychology: the study of vocational behavior and development. McGraw-Hill
- Davidowitz, B., & Schreiber, B. (2008). Facilitating adjustment to higher education: Towards enhancing academic functioning in an academic development programme. *South African Journal of Human Ecology*, 22(1) 191-206.
- DepEd Order, No. 43, s.2013, Implementing Rules and Regulations of the Enhanced Basic Education Act of 2013. p.6. Retrieved August 29, 2015 from <http://www.gov.ph/2013/09/04/irr-republic-act-no-10533/>
- DepEd Discussion Paper on the Enhanced K+12 Basic Education Program. Retrieved November 20, 2015 from http://ceap.org.ph/upload/download/201210/17115829500_1.pdf
- Dogar,M.A., Azeem, M. , Majoka, M.I, Latif,S., (2011). Need assessment of students' guidance and counseling . British Journal of Arts and Social Sciences ISSN:

2046-9578, Vol.1 No.2 (2011) Retrieved November 20,2015 from
<http://www.bjournal.co.uk/BJASS.aspx> 108

- Domingo (2008). *Career Needs Assessment: Basis for a proposed career guidance program of third year high school students of St. Joseph- Olongapo, Inc.* Special Project. Philippine Normal University
- Drummond, R.J. & Ryan, C.W. (1995). *Career counselling: A Developmental approach.* Prentice-Hall Inc. United States of America.
- Emmerling, R. J., & Cherniss, C. (2003). Emotional intelligence and the career choice process. *Journal of Career Assessment*, 11, 153-167.
- Falaye, F.W. & Adams, B.T. (2008). An assessment of factors influencing career decisions of in-school youths. *Pakistan Journal of Social Sciences*, 5(3): 222– 225.
- Fraenkel, J.R. & Wallen, N.E. (2010). *How to design and evaluate research in education* (7th Edition). McGraw-Hill Companies, Inc. New York.
- Freeman, A. M. (1993). The measurement of environmental and resource values: Theory and methods. In W. Patton & M. McMahon (Eds.), *Career Development and Systems Theory A New Relationship*. Brooks/Cole Publishing Company. Canada
- Ginzberg (1951). Occupational choice,: An approach to a general theory. In R. Drummond & C. Ryan (Eds). *Career Counseling A Developmental Approach*. Prentice-Hall Inc. United States of America.
- Ginzberg, E., Ginsburg, S.W., Axelrad, S. & Herma, J.L. (1951). *Occupational Choice: An approach to a general theory*. Columbia University Press. New York
- Gordon, L., & Meyer, J. C. (2002). Career indecision amongst prospective university students. *South African Journal of Psychology*, 32(4), 41-47.
- Gonzales, M.A. (2008). *Career Maturity: A Priority for secondary education*. Retrieved November 15, 2015 from http://www.investigacion-psicopedagogica.org/revista/articulos/16/english/Art_16_250.pdf
- Gottfredson, L. (1981). Circumscription and compromise: A developmental theory of occupational aspirations. *Journal of Counseling Psychology Monograph*, 28(6), 545- 579
- Gregorio, A.N. (2006). *Career maturity level and aspirations of San Sebastian high school students: Bases for a Proposed Career Guidance Program*. Thesis. Central

Luzon State University

Greenhaus, J.H. & Callanan, G.A. (2006). *Encyclopedia of career development*. SAGE Publications, Inc. United States of America

Greenhaus, J. H., Callanan, G. A., & Godshalk, V. M. (2007). *Career management* (3rd ed.). United States of America: South-Western Cengage Learning.

Grutter J. (2000) . Developmental career counseling — different stages, different choices. In P. Andersen, & M. Vandehey (Ed). *Career Counseling and Development in a Global Economy (2nd Edition)*. Brooks/Cole Publishing Company.CA

Gysbers, N.C., Heppner, M.J. & Johnston, J.A. (1998). *Career Counseling Process, Issues and Techniques*. Allyn & Bacon. United States of America

Halpern-Felsher (2009). Perceptions of second-hand smoke risks predict future adolescent smoking initiation. In Andersen, P. & Vandehey, M. *Career Counseling and Development in a Global Economy (2nd Edition)*. Brooks/Cole Publishing Company.CA

Herr, E.L. (1974). *Vocational guidance and human development*. Houghton Mifflin Company. United States of America

Herr, E.L., Cramer, S.H. & Niles, S.G. (2004). *Career guidance and counseling through the life span systematic approaches* (6th Edition). Pearson Education, Inc. United States of America

Holland, J.L (1959). A theory of vocational choice. In S. Osipow. *Theories of Career Development*. Meredith Corporation. New York

Honrade, S.G. & Hermoso, V.R. (1983). *A study on the career maturity profile of public and private senior high school students of Lipa City, 1982-83*. Thesis. De La Salle University

Hoppock, R. (1976). *Occupational information* 4th Edition. McGraw-Hill, Inc. United States of America

Hughes, K.L. & Karp, M.M. (2004). *School-based career development: A synthesis of the literature*. Columbia University. Retrieved March 05, 2016 from <http://files.eric.ed.gov/fulltext/ED498580.pdf>

Fr. Inocencio, O.G. (1988) . *Career maturity of high school students in the Don Bosco Technical Institute in the Philippines School Year 1988 - 89*. Thesis. De La Salle

University

Isaacson, L. E. (1985). Basics of career counselling. United States of America: Allyn & Bacon Inc.

Jordaan, J. P. & Heyde, M. B. (1979). Vocational maturity during the high school years. In Herr, et.al, (Eds). Career Guidance and Counseling Through the Life Span Systematic Approaches (6th Edition). Pearson Education, Inc. United States of America

Jordaan, Y., Smithard, C., & Burger, E. (2009). Comparing levels of career indecision among selected honors degree students at the University of Pretoria. *Meditari*, 17(2), 115.

Kaur, M.J.(2010). *Career Maturity of Adolescents in Relation to Intelligence*. Thesis. Retrieved July 28, 2016 from <http://www.aiaer.net/ejournal/vol22110/6.%20Mona.pdf>

Klenowski, V. (1995). Student self-evaluation processes in student-centred teaching and learning contexts of Australia and England. In J. Ross (2006). *The Reliability, Validity, and Utility of Self-Assessment*. Practical Assessment Research & Evaluation, 11(10)

Lal, K. (2014). *Career maturity in relation to level of aspiration in adolescents*. Retrieved November 5, 2015 from <http://iasir.net/AIJRHASSpapers/AIJRHASS14-147.pdf>

Langley, R. (1990). Career development questionnaire (CDQ): Manual. Pretoria: Human Sciences Research Council.

Langley, R., Du Toit, R., & Herbst, D. L. (1996). Manual for the career development questionnaire (CDQ). Pretoria: Human Sciences Research Council.

Lau, P., Low S. & Razak Zakaria (2004). *Gender and Work: Assessment and application of Super's Theory-Career Maturity*. British Journal of Arts and Social Sciences. ISSN: 2046-9578, p. 182. Retrieved November 21, 2015 from http://www.bjournal.co.uk/paper/BJASS_12_2/BJASS_12_02_04.pdf

Lee, M. & Schuele, M. (2010). Encyclopedia of research Designs. Retrieved November 26, 2015 from rmo.sagepub.com/view/encyc-of-research-design/n108.xml

Levinson, E. M., & Ohler, D. L. (2006). Career development. Washington, DC: National Association of School Psychologists.

- Levinson, E. M., Ohler, D. L., Caswell, S., & Kiewra, K. (1998). Six approaches to the assessment of career maturity. *Journal of Counseling and Development*, 76, 475-482
- Lock, R.D. (2000). *Taking Charge of your Career Direction* (4th Edition). Wadsworth Brooks/Cole Counseling
- McDaniels, C., & Gysbers, N. C. (1992). *Counselling for career development: Theories, resource, and practice*. San Francisco: Josey-Bass Publishers.
- Millar, R., & Shevlin, M. (2003). Predicting career information-seeking behaviour of school pupils using the theory of planned behaviour. *Journal of Vocational Behaviour*, 62(1), 26-42.
- Miller, MJ . (1987). Career counseling for high school students, Grades 10-12. In P. Andersen, & M. Vandehey (Ed). *Career Counseling and Development in a Global Economy*. Brooks/Cole Publishing Company.CA
- Mudhovozi, P. (2011). Analysis of perceived stress, coping resources and life satisfaction among students at a newly established institution of higher learning. *The South African Journal of Human Ecology*, 25(3) 510-522.
- Naidoo, A. V., Bowman, S. L., & Gerstein, L. H. (1998). Demographics, causality, work salience, and the career maturity of African-American students: A causal model. *Journal of Vocational Behaviour*, 53(1), 15-27.
- National Career Development Association (1995). In V. Zunker (Eds.), *Career counselling:a Applied Concepts of Life Planning (5th Edition)*.Brooks/Cole Publishing Company. CA
- Onivehu, A.O. (1992). *Sex Differences in Career Maturity of Nigerian Adolescents*. Thesis. Retrieved November 15, 2015 from https://www.unilorin.edu.ng/journals/education/nijef/march_1992/SEX_DIFFERENCES_IN_CAREER_MATURITY_OF_NIGERIAN_ADOLESCENTS.pdf
- Osipow, S.H. (1968). *Theories of career development*. Meredith Corporation.New York
- Padua, R.N. & Santos, R.G. (1998). *Fundamentals of educational research and data analysis*. Katha Publishing Co., Inc. Quezon City
- Parsons,F. (1909). Choosing a vocation. In J. Crites (Eds). *Vocational psychology: the study of vocational behavior and development*. McGraw-Hill

- Patton, W. & McMahon, M. (1999). Career development and systems theory: A new relationship. Brooks/Cole Publishing Company. Canada
- Patton, W., & Lokan, J. (2001). Perspectives on Donald Super's construct of career maturity. *International Journal of Education and Vocational Guidance*, 1, 31-48.
- Patton, W. & Creed, P.A. (2001). The Career Development Quarterly. Volume 49, Issue 4: page 337 Retrieved from <http://www.freepatentsonline.com/article/Career-Development-Quarterly/80746786.html>
- Pieterse, A. M. (2005). *The Relationship between time perspective and career maturity for grade 11 and 12 Learners*. Thesis. University of the Free State, Bloemfontein, South Africa. Retrieved January 25, 2016 from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.568.1797&rep=rep1&type=pdf>
- Post-Kramer, P. (1987). Intrinsic and extrinsic work values and career maturity of 9th and 11th grade boys and girls. *Journal of Counseling and Development*, 65, 420-423
- Powell, D. F., & Luzzo, D. A. (1998). Evaluating factors associated with the career maturity of high school students. In W. Patton, W. & P. Creed. The Career Development Quarterly. Volume 49, Issue 4: page 337
- Powell, D. F., & Luzzo, D. A. (1998). Evaluating Factors Associated with the Career Maturity of High School Students. *The Career Development Quarterly*, 47, 145-158. Retrieved from <http://www.freepatentsonline.com/article/Career-Development-Quarterly/80746786.html>
- Prescod, D. (2014). *The Influence Of A Career Planning Stem Explorations Course On Vocational Maturity, Career Decidedness And Career Thoughts For Undergraduate Students*. Dissertation. Retrieved July 27 from <http://stars.library.ucf.edu/cgi/viewcontent.cgi?article=4041&context=etd>
- Raskin, P. M. (1998). Career maturity: The construct's validity, vitality, and viability. *The Career Development Quarterly*, 47, 32-35.
- Reyes, F. C. (1998). Applied basic statistics. Phoenix Publishing House, Inc., Quezon City
- Richey, R.C. (1994). Developmental Research: The Definition and Scope. Retrieved July 30, 2016 from <http://files.eric.ed.gov/fulltext/ED373753.pdf>
- Richey, R.C. & Klein, J.D. (2005). Developmental Research Methods: Creating Knowledge from Instructional Design and Development Practice. *Journal of Computing in Higher Education* Spring. Vol. 16(2), 23-38.

- Richey, R.C., Klein, J.D. & Nelson, W.A. (2004). Developmental Research: Studies of Instructional Design and Development. Retrieved August 7, 2016 from <http://aect.org/edtech/41.pdf>
- Ross, J.A. (2006). The reliability, validity, and utility of self-assessment. Practical assessment research & evaluation, 11(10). Retrieved November 26, 2015 from <http://pareonline.net/pdf/v11n10.pdf>
- Sanchez, C.A. (1997). Methods and techniques of research. Rex Printing Company, Inc., Quezon City
- Saunders, M., Lewis, P., Thornhill, A. (2010). Research methods for business students. Pearson Education South Asia Pte Ltd, Singapore
- Savickas, M. L. (1984). Career Maturity: The construct and its measurement. Vocational Guidance Quarterly, Volume 32, Issue 4, page 222
- Savickas, M.L. (2001). A developmental perspective on vocational behavior: Career Patterns, Salience, and Themes. International Journal for Educational and Vocational Guidance 1: pages 51- 52
- Savickas, M. L. (2002). Career construction: A developmental theory of vocational behavior. In Troutman (Eds.), *University/K-12 Partnerships: How One University Impacted High School Career Decision-Making Programs*. Indiana University of Pennsylvania
- Schmitt-Rodermund and Silbereisen (1998). Career Maturity Determinants: Individual Development, social context, and historical time. The Career Development Quarterly, 45, 247-259
- Shertzer, B. (1981). Career planning: Freedom to choose (2nd ed.). Boston: Houghton Mifflin Company.
- Sirohi, V. (2013). *Vocational guidance and career Maturity among secondary school students: An Indian Experience*. Retrieved November 5, 2015 from [file:///D:/Downloads/1350-4353-1-PB%20\(2\).pdf](file:///D:/Downloads/1350-4353-1-PB%20(2).pdf)
- Sullivan, S. E., & Crocitto, M. (2007). The developmental theories: A critical examination of their continuing impact on careers research. In H. Gunz & M. Peiperl, (Eds.), *The handbook of career studies*. London: Sage.
- Schneider, B., & Stevenson, D. (1999). The ambitious generation: America's teenagers, motivated but directionless. New Haven: Yale University Press. Retrieved March 05, 2016 from <http://files.eric.ed.gov/fulltext/ED498580.pdf>

- Spencer, J. T. (1999). *Thirty years of gender research: A personal chronicle*. Washington, DC: American Psychological Association.
- Super (1951). Vocational adjustment: Implementing a self-concept. In V. Zunker. *Career Counseling Applied Concepts of Life Planning (5th Edition)*. Brooks/Cole Publishing Company. CA
- Super, D. E. (1955). The dimensions and measurement of vocational maturity. *Teachers College Record*, 57, 151–163.
- Super, D. (1957). Super's Theory. Retrieved November 4, 2015 from <http://taracat.tripod.com/careertheoryl.html>
- Super, D.E. (1957). The psychology of careers. In Coertse & Scheppers (Eds). *Some personality and cognitive correlates of career maturity*. SA Journal of Industrial Psychology, 2004, 30 (2), 56-73
- Super, D.E. (1974). Measuring vocational maturity For counseling and evaluation. American Personnel and Guidance Association. Washington,DC.
- Super, D. E. (1977), Vocational maturity in Mid-Career. *Vocational Guidance Quarterly*, Volume 25, Issue 4: page 294 Retrieved March 06,2016 from <http://onlinelibrary.wiley.com/doi/10.1002/j.2164-585X.1977.tb01242.x/abstract>
- Super, D.E. & Thompson, A.S. (1979). A six scale, two factor, measure of adolescent career or Vocational Maturity. Memorandum, XIX International Congress of Applied Psychology, Munich
- Super, D. E. (1990). A life span, life-space approach to career development. In W. Patton & M. McMahon (Eds.), *Career Development and Systems Theory A New Relationship*. Brooks/Cole Publishing Company. Canada
- Tan, E. (1989). *The career maturity of Singaporean Adolescents where do we stand and what can be done?* Thesis. Institute of Education (Singapore). Retrieved November 20, 2015 from https://repository.nie.edu.sg/bitstream/10497/16706/1/SJE-10-2-40_a.pdf
- Teddle and Fen Yu (2007). *Journal of Mixed Methods Research*. Volume 1 Number 1. Sage Publications 10.1177/2345678906292430
- Themba, M. A., Oosthuizen, R. M., & Coetzee, M. (2012). Exploring socio-demographic differences in career maturity in the South African military. *South African Journal of Labour Relations*, 36(1), 8-30.

- Tiedeman, D. V., & O'Hara, R. P. (1963). *Career development: Choice and adjustment*. Princeton, NJ
- Tiedeman, D.V. & MillerTiedeman, A. (1985). The trend of life in the human career. *Journal of Career Development* vol. 11 no. 3 221-25
- Torralba, Y. (1985). *The effectiveness of a career exploration program in enhancing career maturity of college freshmen of Urios College, Butuan City*. Thesis. De La Salle University
- Troutman, R.R. (2008). *University/K-12 Partnerships: How one university iimpacted high school career decision-making Programs*. Dissertation. Indiana University of Pennsylvania. Retrieved December 17, 2015 from <https://dspace.iup.edu/bitstream/handle/2069/89/Rodney%20Troutman.Corrected.pdf?sequence=1>
- Trusty, J., Niles, S., & Carney, J. V. Education-career planning and middle school counselors. *Professional School Counseling*. 2005, 9 (2): 136-143.
- Tulio, D. D. (2012). *A breakthrough in school guidance & counseling*. Kalayaan Press Mktg. Ent., Inc. Diliman, Quezon City
- Ugay,E.L. (1981). *The effect of career maturity enhancement program on the career maturity level of select senior high school students of the Southern Ilocos Polytechnic State College*. Thesis. De La Salle University
- Van Reenen, S. (2010). *Career indecision amongst prospective University students*. Thesis. University of the Western Cape, Bellville, Cape Town, South Africa. Retrieved January 25, 2016 from <http://etd.uwc.ac.za/xmlui/handle/11394/3508>
- Velasco, P.F. (2012). *A primer on the new K-12 Philippine education curriculum*.Retrieved November 20, 2015 from <http://www.smartparenting.com.ph/kids/preschooler/k-12-101-a-primer-on-the-new-philippine-education-curriculum/page/1?>
- Villar, I.G. (2009). *Career Counseling in the Philippines*. Aligned Transformations Publications. Makati City, Philippines
- Vondracek, F. W., & Reitzle, M. (1998). The viability of career maturity theory: A developmental-contextual perspective. *The Career Development Quarterly*, 47,6-15.
- Wolfe, D. M., & Kolb, D. A. (1980). Career development, personal growth, and experimental learning. In Gysbers et.al (Eds.). *Career Counseling Process, Issues and Techniques*. Allyn & Bacon.United States of America

Yadav, S. (2005). Guidance and counseling. Mehra Offset press. New Delhi

Ziebell, J.C. (2010). *Promoting viable career choice goals through career decision-making self-Efficacy and career maturity in Inner-City high school students: A test of social cognitive career theory*. Dissertation. University of Minnesota. Retrieved January 25, 2016 from <http://conservancy.umn.edu/handle/11299//96093>

Zunker, V.G. (1998). Career counselling: Applied Concepts of Life Planning (5th Edition). Brooks/Cole Publishing Company. CA

Zunker, V. G. (2008). Career, work, and mental health: Integrating career and personal counseling. California. SAGE Publications, Inc.

II. Career Preference

1. What course or degree would you like to pursue in college?

First choice: _____

Second choice: _____

Third choice: _____

2. Which of the factors listed below have influenced you the most in your choice of career?

☐ Your interest in the course

☐ Chances for employment

☐ Parents' Occupation

☐ Advice of my relatives and friends on the job

☐ Peer group

☐ Others, please specify: _____

3. In your honest opinion, who decides for your career plans?

☐ Father

☐ Relatives

☐ Mother

☐ Myself

☐ Siblings

☐ Others, please specify: _____

APPENDIX B

CAREER NEEDS ASSESSMENT SURVEY

Direction: Choose whether the following needs are your Strong Need (SN), Moderate Need (MD), or Weak Need (WN). In your answer sheet, put a check (✓) on the column which best describes the intensity of the need for you.

	AREA A. Self Assessment	Degree of Intensity		
		SN	MN	WN
1.	To know about my strengths and weaknesses			
2.	To understand , accept and like myself			
3.	To develop self-confidence			
4.	To be able to express myself and opinions independently			
5.	To know my interests, abilities and aptitude			
6.	To have my standardized test scores interpreted to me			
7.	To understand what I realistically achieved			
	AREA B. Career Needs	Degree of Intensity		
		SN	MN	WN
I	Developing Career Awareness			
1.	To know how to choose my career			
2.	To know more about career choices of men and women			
3.	To understand the importance of work in my life			
4.	To become aware of career training offered in my high interest area			
5.	To know where to look for job opportunities			
6.	To plan for future work			
II	Exploring Careers	Degree of Intensity		
		SN	MN	WN
1.	To know the different kinds of job that are available in the community			
2.	To discuss opportunities with person employed in career which I am interested			
3.	To explore which jobs match my interests and abilities			
4.	To visit an industry or establishments in the community			
5.	To get some job experiences in my high interest areas			

*Instrument from Private Education Assistance Committee (PEAC), formerly FAPE or Fund for Assistance to Private Education

* Domingo, L.M. (2008). *Career Needs Assessment: Basis for a Proposed Career Guidance Program of Third Year High School Students of St. Joseph College-Olongapo*. Philippine Normal University

continuation

III	Planning Careers	Degree of Intensity		
		SN	MN	WN
1.	To develop a flexible career plan			
2.	To talk to a counselor about career planning			
3.	To have my parents get involved in my career planning			
4.	To know how and where to find career information			
5.	To know how my present school subjects relate to my career plan			
6.	To know more about scholarships and financial assistance program			
7.	To know more about procedures and requirements for college			
8.	To have more than one alternative on what to do after high school			
IV	Making Decisions	Degree of Intensity		
		SN	MN	WN
1.	To set my goals in life			
2.	To learn how to make decision			
3.	To learn how to adapt to change			
4.	To become aware of the probable outcome of decisions I will have to make			

*Instrument from Private Education Assistance Committee (PEAC), formerly FAPE or Fund for Assistance to Private Education

* Domingo, L.M. (2008). *Career Needs Assessment: Basis for a Proposed Career Guidance Program of Third Year High School Students of St. Joseph College-Olongapo*. Philippine Normal University

APPENDIX C
LETTER OF REQUEST TO FAPE
FOR PERMISSION TO USE THE INSTRUMENT

December 10, 2015

MS. RHODORA ANGELA FERRER
FAPE Executive Director
Legaspi Village, Makati City

Dear Ma'am;

I, the undersigned, am a graduate student of the Philippine Normal University with Guidance and Counseling Specialization. I am currently on a study entitled "Proposed Career Maturity Development Program for Secondary Students in K- 12 Grades".

In this regard, I would like to request for your permission to utilize and administer FAPE Student Needs Assessment Questionnaire Survey as my instrument for the said study. Rest assured that the instrument will be used for research purposes only.

Should you require any further information, you may contact me at 0916-962-0326 / 561-76-27 loc.105 or email at reiza_mones@yahoo.com.

It would be greatly appreciated if this request will merit your favorable approval. Thank you very much and God bless.

Sincerely,

REIZA I. MONES
Researcher

Recommending Approval:

DR. PETER HOWARD R. OBIAS
Adviser

APPENDIX D
LETTER OF REQUEST TO MRS. LOURDES DOMINGO
FOR THE USE OF INSTRUMENT

January 05, 2016

MRS. LOURDES M. DOMINGO, RGC
Former Guidance Counselor
St. Joseph College-Olongapo, Inc.

Dear Ma'am;

I, the undersigned, am a graduate student of the Philippine Normal University with Guidance and Counseling Specialization. I am currently on a study entitled "Proposed Career Maturity Development Program for Secondary Students in K- 12 Grades".

In this regard, I would like to request for your permission to utilize the instrument that you used in your study named Career Needs Assessment Survey as my instrument for my research.

It would be greatly appreciated if this request will merit your favorable approval.

Thank you very much and God bless.

Sincerely,

REIZA I. MONES
Researcher

APPENDIX E
APPROVED LETTER TO USE THE INSTRUMENT

Denise Adriano <denise.adriano@fape.org.ph>

To

reiza_mones@yahoo.com

CC

doris.ferrer@ceap.org.ph

Today at 3:02 PM

Dear Ms. Mones,

In reference to your letter to our Executive Director, Ms. Doris Ferrer, we advise you to observe the proper citation to acknowledge PEAC (formerly FAPE) for the instrument developed by the organization in the 1970s and the researcher whose derivative work you are using for your research.

We wish you the best in your graduate research.

Best,

Denise M. Adriano

Communications and Research Unit

PEAC National Secretariat

(02) 845-0169 local 150

denise.adriano@fape.org.ph

APPENDIX F

FORMULA FOR RESEARCH STATISTICS USED

1. The frequency (or absolute frequency) of an event is the number of times the event occurred in the study.

f - The symbol for frequency

2. Percentage simply means "per hundred" is derived by multiplying each of the relative frequency values by 100.

Percentage % = $n/N \times 100$

Where: n = the frequency count of a given category

N = the total number of cases under study

3. The arithmetic mean or simply "mean" (popularly called the average) refers to the sum of the separate scores or measures divided by the number of the scores (Reyes, 1998).

Weighted Mean: X = $\sum fx/N$

Where : X = is the weighted arithmetic mean

$\sum fx$ = is the sum of all products of f and x

f = the frequency count of each weight

x = the weight

4. The Independent t-test. It is a parametric test used to test significant difference of two independent groups.

$$Sp = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}} \quad t = \frac{\bar{x}_1 - \bar{x}_2}{Sp \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

5. One-Way Analysis of Variance (ANOVA). Padua and Santos (1998) stated that research studies that call for a comparison of scores of two or more groups of respondents/subjects usually require a treatment called analysis of variance.

One-way analysis of variance

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	Computed f
Treatment	$SSC = \sum \frac{(T_{xc})^2}{n} - \frac{(\sum x)^2}{N}$	k - 1	$s_1^2 = \frac{SSC}{k - 1}$	$f = \frac{s_1^2}{s_2^2}$
Error	$SSE = SST - SSC$	N - k	$s_2^2 = \frac{SSE}{N - k}$	
Total	$SST = \sum x^2 - \frac{(\sum x)^2}{N}$	N - 1		

APPENDIX G
LETTER TO THE SCHOOL DIRECTOR
FOR PERMISSION TO CONDUCT A SURVEY

December 14, 2015

REV. FR. EMILIO A. ASCAÑO, LRMS
School Director

Dear Fr. Emil;

I, the undersigned, am a graduate student of the Philippine Normal University with Guidance and Counseling Specialization. I am currently on a study entitled **“Proposed Career Maturity Development Program for Junior and Senior High School Students in K to 12 Grades”**.

In this regard, I would like to request for your permission to administer survey questionnaires for Grade 9, Grade 10 and Grade 11 students. This study aims to intensify the school guidance service through formulating a career program that will assist students amidst demands of K to 12 education. The results of this study will enable the school to provide better career guidance to students. The results will also help students to choose the right career track necessary for future success.

Rest assured that the data obtained will be used for research purposes only.

Enclosed are the samples of questionnaires for your reference.

It would be greatly appreciated if this request will merit your favorable approval. Thank you very much and God bless.

Sincerely,

REIZA I. MONES
Researcher

APPENDIX H
LETTER TO THE SCHOOL PRINCIPAL
FOR PERMISSION TO CONDUCT A SURVEY

December 14, 2015

MRS. MAYDENE M. ONG
School Principal

Dear Ma'am;

I, the undersigned, am a graduate student of the Philippine Normal University with Guidance and Counseling Specialization. I am currently on a study entitled **“Proposed Career Maturity Development Program for Junior and Senior High School Students in K to 12 Grades”**.

In this regard, I would like to request for your permission to administer survey questionnaires for Grade 9, Grade 10 and Grade 11 students. This study aims to intensify the school guidance service through formulating a career program that will assist students amidst demands of K to 12 education. The results of this study will enable the school to provide better career guidance to students. The results will also help students to choose the right career track necessary for future success.

Rest assured that the data obtained will be used for research purposes only.

Enclosed are the samples of questionnaires for your reference.

It would be greatly appreciated if this request will merit your favorable approval. Thank you very much and God bless.

Sincerely,

REIZA I. MONES
Researcher

APPENDIX I PARENT/GUARDIAN CONSENT FORM

Dear Parent/Guardian:

I, the undersigned, am currently on thesis writing entitled **“Proposed Career Maturity Development Program for Junior and Senior High School Students in K- 12 Grades”**. This is in connection with my graduate studies in M.A. in Education with specialization in Guidance and Counseling. This research aims to develop a career guidance program that will help students amidst demands of the new K to 12 education. The results of this study will enable the school to provide better and more intensified career guidance to students. The results will also help students to choose the right career track necessary for future success.

The respondents of this research are students from grades 9 to 11 and your child is invited to voluntarily participate. Respondents of this survey take an average of about 20 minutes to answer all items without any problems. The survey will be administered at their respective classrooms during the time allowed by the school administrators.

All of the data will be summarized and no individual will be identified from the summarized results. Data collected from this study will be accessed only by the researcher and will be kept in a restricted access area.

If you decide to allow your child to participate, please sign the form below to signify your consent. Thank you very much and God bless.

Sincerely,

REIZA I. MONES

Graduate Student, Philippine Normal University

Recommending Approval:

MRS. MAYDENE M. ONG

School Principal

Consent

I understand that my son's/daughter's participation as a respondent in this survey of junior and senior high school students is not compulsory and that I can withdraw my consent at any time without penalty and have the results of my son's/daughter's participation, to the extent that it can be identified, removed from the records.

I am allowing my son/daughter to participate as a respondent in the survey. I understand that the results of my son's/daughter's participation in this survey will be held in the strictest confidentiality and will not be released to any school administrator, faculty member, staff, or person in any individually identifiable form without my prior consent.

Parent's or Guardian's Signature/ Date

Name of School

Student Respondent/ Grade Level & Section

APPENDIX J
RESEARCH ETHICS CLEARANCE

APPENDIX K
COMMUNICATION LETTER FOR EXPERTS
(FOR PROGRAM VALIDATION)

March 28 2016

Dear Sir/Ma'am;

Greetings!

I, the undersigned, am a graduate student of Philippine Normal University with Guidance and Counseling Specialization. I am presently undertaking a research entitled ***“Proposed Career Maturity Development Program for Secondary Students in K to 12 Grades”***. This study aims to provide a more intensified career guidance to students in order to choose the right career track necessary for future success.

In this regard, may I request to ask for your expert opinion regarding the evaluation of my program.

Attached herewith, are the content of the program. If you would like to know further about my study I would be willing to discuss it with you anytime you requested.

I am hoping for your most favorable response. Thank you very much.

Respectfully yours,

Ms. Reiza I. Mones
Researcher

APPENDIX L
LIST OF EXPERTS

Dr. Evelyn C. Bagaporo, RGC
Philippine Normal University

Prof. Rosarie Ann Borja, RGC
Philippine Normal University

Prof. Marie Chiela C. Malcampo, RGC
Philippine Normal University

Prof. Ronald F. Gime, RGC
Philippine Normal University

Mrs. Sharon R. Timpug, MAEd
St. Peter the Apostle School

APPENDIX M
SUMMARY OF EXPERTS' VALIDATION

Parts	Weighted Mean	Comments/ Suggestions
Module 1 Getting To Know More of Myself	2.67	- make the objectives outcome-based - For preliminary activity, see to it that categories will not sound offending at some degree -synthesize the lesson
Module 2 Career Knowledge is Power	2.60	- use outcome based objectives - include instructions in the activity sheets; parallelism and giving directions/procedures - look for a short yet interesting ice breakers -make it more student-centered activity -closing activity can be insight part of the main activity
Module 3 Do I Have the Skills?	2.73	- revise ice breaker, short yet interesting
Module 4 Mapping My Future	3.00	- use ppt or any visual display for the preliminary activity
Module 5 I am SMART	2.87	- very nice main activity -Make it more interactive by grouping the participants, answer it together and have the written output by group - concluding activity should elicit emotions and thoughts based on your topic
Module 6 I Know...You Know	3.00	- main activity is common but quite effective
Module 7 Be Career Ready, Be Aware	2.73	- For the closing activity, you can still use a piece of paper but instruct them to draw a symbol of their chosen career - ideas can be enriched by integrating values and motivating tricks in between
Module 8 Where Do I Belong?	2.73	- for creative expression, the students can present it via video presentation, collage, etc. - For closing activity, incomplete sentence in a strip of paper
Module 9 Dream Career Destination	2.93	- direct the participants in their realization of the value of planning
Module 10 Weighing My Options	3.00	- collaboration can be seen, however, insight must be secured

Module 11 Selfie!Selfie!	2.73	- provide an example of the one-liner -allot enough time for processing
Module 12 What's In My Career?	2.93	- can be a group sharing at the end so that everyone can verbalize thoughts
Module 13 A Step Closer to the World of Work	2.93	- provide activities that will focus more on sharing insights, extracting thoughts about the topic and collaborating with others
Module 14 Getting Ready for My Future	2.93	- please see issues about "not going to college" -materials like videos and news can be presented
Module 15 Responsible Decision-Making	2.93	- encourage the participants to share their work

Grand Weighted Mean = 2.85 (Appropriate)

APPENDIX N

**THE PROPOSED CAREER MATURITY
DEVELOPMENT PROGRAM
FOR SECONDARY STUDENTS IN
K TO 12 CURRICULUM**



I. Rationale

Every school wants the best for its students. To produce graduates who are successful in the field of choice is also a reflection of the good foundation provided by the school. School, as an institution of learning, has important role not merely in providing academic assistance, but also in ensuring students' career development which has a great impact in the future life.

Nowadays, career development is a vital matter for the youth, who according to Schneider and Stevenson (1999, as cited by Hughes and Karp, 2004), is more than ever striving, yet, directionless, which holds true in the case of majority of high school students. Undeniably, there are students who remain undecided on what course to take after graduation and as a consequence, they land in a career with misfit skills and abilities. The Philippines, being in a transitional stage in educational system, has designed the K to 12 curriculum to make students more prepared and matured enough before they enter the world of work. The Department of Education recognizes the need to reconstruct the educational system for the students to have mastery in the specialized track by adding two more years in high school. However, research literatures show that majority of high school students are still in need of thorough guidance on future planning and decision-making. Students should be directed towards the best career appropriate for them. Such is also true among the students in the research locale, grades nine to eleven in particular, who expressed their strong needs for career guidance as the findings of the current study show. Apparently, career development is of major concern among the students, realizing that it is necessary to prepare them to meet the demands of today's workplace. The

findings served as points of reference in formulating career activities to be implemented for the grades nine to eleven students of the research locale.

The above mentioned concerns prompted the researcher to formulate a developmental program for the students that will help address career needs essential to develop maturity in career choices. In general, the said program is deemed beneficial for both the students and the school to make the learning experiences more holistic.

II. Features of the Program

The figure below shows the proposed career maturity development program. Significant findings based on sex, grade levels, respondents' occupation of parents and teachers' suggestions were considered in designing the program. It is composed of areas on self-assessment, career awareness, career exploration, career planning, and decision-making. The modules vary every grade level depending on the career needs that have to be addressed as revealed in this study. Basically, self- assessment focuses on identifying personal strengths and weaknesses that will help students understand self better and become confident of own skills and abilities. Career awareness emphasizes on obtaining information about the career of interest including the trainings, requirements and job opportunities. Exploring careers involve matching of abilities and interests with jobs, having opportunities for job experiences and discussing opportunities with people employed in the field of choice. The area of career planning focuses on how to develop a flexible career plan through considering other alternatives and relating school subjects to future plans. Moreover, career decision-making highlights the importance of setting goals and considering the possible outcome of choices.

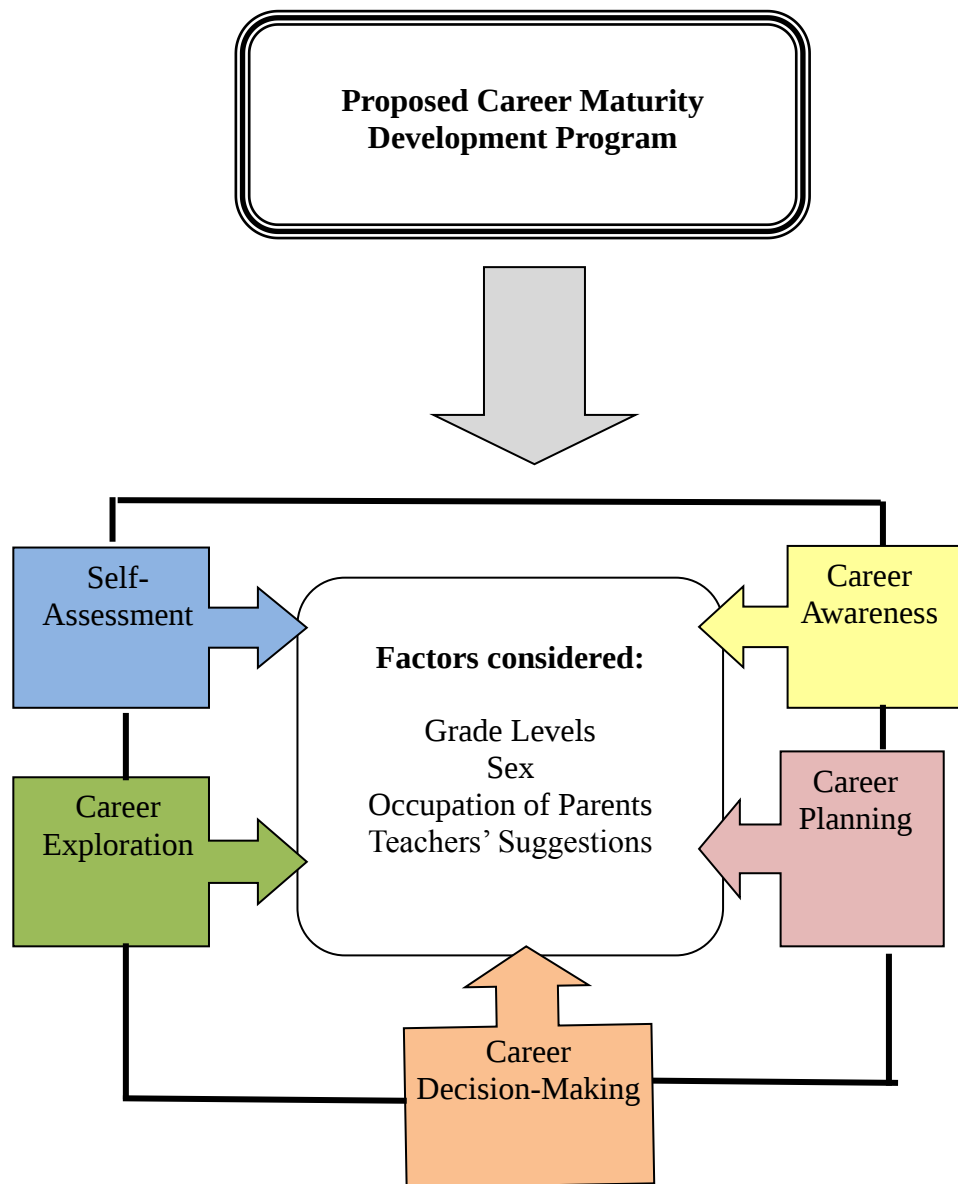


Figure 3: Framework of the Proposed Career Maturity Development Program

III. Program Description

The career maturity development program is anchored on the theory of Super (1955) on career maturity, defined as the readiness to make a choice based on the individual's ability to cope with developmental tasks expected of him/her. In Super's stages of career development, the period from 14 to 25 years old is referred to as exploratory stage when adolescents have the primary task of "crystallization" or being able to formulate ideas about the work appropriate for them. The theory emphasizes that students must be able to know how to differentiate values and interests in order to identify career preference. They also have to realize the need to prepare for future career and to be trained in the occupation of choice that will enable them to become productive workers in general. Students must learn more about opportunities that will help them in making wise and realistic career choices. The theory is also based on the idea that vocational preferences and competencies may change with time and experiences. Thus, the career maturity or readiness of an individual must be guided through facilitation of growth and maturation process of interests and abilities as well as developing a healthy self-concept. Looking at career maturity from Super's point of view, this program is formulated to help students find adequate outlets for reality testing of strengths and weaknesses as vital part of the adolescents' developmental tasks. This program will help in the career exploratory behavior of high school students particularly those in grades nine to eleven.

V. Objectives of the Program

A. General Objectives

The program aims to help students attain maturity in choosing a career in terms of self-assessment, career awareness, career exploration, career planning,

and decision-making as areas needing emphasis based on the results of the Career Needs Assessment Survey. The career guidance activities provided for a specific grade level will guide students to attain better insights in making appropriate career choice and to facilitate growth in career development. It also aims to establish a more intensified school guidance program.

B. Specific Objectives

Specifically, the program intends to:

1. help students identify strengths and weaknesses that will lead towards a better understanding of self and development of confidence;
2. make students become aware of different careers available in the labor market including the required skills, trainings, and opportunities that will help on how to plan and choose a career;
3. guide students in knowing the different kinds of jobs and discovering careers that match their interests and abilities;
4. help students develop a flexible career plan through identifying what to do after high school, knowing more about career information, the procedures and requirements for college, and relate present school subjects to career plans;
5. guide students in setting goals that will enable them to make appropriate decisions as regards career choice.

VI. Needs and Conditions

The following are the indicated strong needs in terms of career:

1. The present study revealed that generally, grade nine to grade eleven students have a marked concern on gaining a deeper understanding of self, the world of work and of the career that matches certain skills and abilities.

2. Students have to be assisted in planning for future career and making decisions through informed choices.
3. Career guidance in the secondary level cannot be overlooked since generally, it appeared that students are having a hard time deciding on what career to pursue after high school.
4. There is a need for career counselors and advocates to strengthen program for career development to make students become more prepared and to successfully guide them in the appropriate career direction.

VIII. Content of the Program

The Career Maturity Development Program for Secondary Students in K to 12 Curriculum is composed of fifteen modules which aim to address the needs of students in specific grade levels. These fifteen modules were developed to enhance students' knowledge of self, about various career options, skills and requirements in particular jobs, career planning and decision-making skills. Every grade level has specific modules on self-assessment, career awareness, career exploration, career planning, and decision-making which are the areas of strong needs indicated by the respondents of the study. There are also some activities included for students to further assess personal strengths and weaknesses so as to become career-ready in the future.

AREA	GRADE NINE	GRADE TEN	GRADE ELEVEN
Self-Assessment	Module #1 Getting To Know More of Myself Administration and Interpretation of Personality, Aptitude, and Interest Tests	Module #6 I Know... You Know... Administration and Interpretation of Study Habits Inventory	Module #11 Selfie!Selfie!
Career Awareness	Module #2 Career Knowledge is Power	Module #7 Be Career Ready, Be Aware	Module #12 What's In My Career?
Career Exploration	Module #3 Do I Have the Skills?	Module #8 Where Do I Belong? Career Clinic Day	Module #13 A Step Closer to the World of Work Career-Focused Field Trip
Career Planning	Module #4 Mapping My Future	Module #9 Dream Career Destination	Module #14 Getting Ready for my Future
Decision-Making	Module# 5 I am SMART	Module #10 Weighing My Options	Module #15 Responsible Decision Making

VII. Delivery Mechanism of the Program

The career maturity development program will be implemented to the grades nine, ten, and eleven students of the research locale during the first semester of the school year. The modules will be delivered during the homeroom guidance session inside the students' respective classrooms. Before conducting this program, permission from the school administrators regarding the schedule of activities will be asked first. Upon approval, a letter informing students, teachers, class advisers, and parents will be provided. Students will also be given an orientation regarding the program.

VIII. Program Evaluation

The career maturity development program was shown to experts in the field for validation. The five experts were composed of the following: four registered guidance counselors from Philippine Normal University and a guidance facilitator from the research locale who has a Master of Arts in Guidance and Counseling.

Suggestions and recommendations of the experts were greatly considered in finalizing the program modules. The following rating interpretation for the evaluation was used:

Appropriate	= 3	- 2.50 – 3.00
Needs revision	= 2	- 1.50 – 2.49
Not appropriate	= 1	- 1.00– 1.49

The program modules garnered a weighted mean of 2.85 considered as appropriate based on the standard set for rating.

Proposed Career Guidance Activities for Grade Nine

Area to be developed	Objectives	Activities	Time Frame	Persons Involved	Evaluation
Self-Assessment	-To identify strengths, weaknesses, interests and abilities necessary to understand self better	Lesson on Module 1: Getting To Know More of Myself	Fourth week of June 2 hours	Counselors Students	Students will understand personal attributes and will appreciate own uniqueness
		Administration and Interpretation of Standardized Tests - Myers-Briggs Type Indicator (MBTI) - Occupational Aptitude Survey and Interest Schedule (OASIS)	First week of July	Counselors Students	Standardized tests will be administered and interpreted to at least 100 % of grade nine students
Career Awareness	-To determine different occupational fields available in the job market	Lesson on Module #2 Career Knowledge is Power	Second week of July 2 hours	Counselors Students	95 % of students will become knowledgeable of various careers offered in the job market
Career Exploration	-To determine the different kinds of jobs and discover careers that match skills and interests	Lesson on Module 3: Do I Have The Skills?	Third week of July 2 hours	Counselors Students	95 % of students will identify possible career that suits skills and interests
Career Planning	- To develop a flexible career plan through identifying alternatives on what to do after high school and learning to relate present school subjects to career plans	Lesson on Module 4: Mapping My Future	Fourth week of July 2 hours	Counselors Students	Students will learn to come-up with a career plan that includes possible steps on what to do after high school 100% of the students will produce a career plan
Decision-Making	- To set goals that will enable one to make appropriate decisions	Lesson on Module 5: I am SMART	First week of August 2 hours	Counselors Students	95 % of the students will be able to formulate career goals that are specific, measurable, attainable, relevant and time-bound

Proposed Career Guidance Activities for Grade Ten

Area to be developed	Objectives	Activities	Time Frame	Persons Involved	Evaluation
Self-Assessment	-To further recognize strengths and weaknesses that will allow students to accept and like self better	Lesson on Module # 6: I Know...You Know Administration and Interpretation of - Study Habits Inventory	Fourth week of June 2 hours First week of July	Counselors Students Counselors Students	Students will further understand and accept themselves better Study Habits Inventory will be administered and interpreted to 100 % of grade ten students
Career Awareness	-To determine how to choose career considering the trainings, skills and opportunities required in a specific field	Lesson on Module #7: Be Aware,Be Career Ready!	Second week of July 2 hours	Counselors Students	98% of students will become knowledgeable of the nature, requirements and career trainings offered in the area of interest
Career Exploration	-To determine the different kinds of jobs and discover careers that match interests and abilities through discussing opportunities with person employed in career of interest	Career Clinic Day Lesson on Module #8: Where Do I Belong?	Third week of July Third week of July 2 hours	Counselors Students Alumni working in different career fields	100% of students will have a discussion with persons employed in a career of choice Students will identify possible career that truly matches skills and interests
Career Planning	- To develop a flexible career plan that will direct towards achieving the desired career	Lesson on Module #9: Dream Career Destination	Fourth week of July 2 hours	Counselor Students	100 % of students will come-up with a career plan outlining the steps to achieve the dream career
Decision-Making	- To identify ways on how to make a wise decision in terms of career	Lesson on Module #10: Weighing Options	First week of August 2 hours	Counselors Students	98% of students will be able to come-up with a wise career choice

Proposed Career Guidance Activities for Grade Eleven

Area to be developed	Objectives	Activities	Time Frame	Persons Involved	Evaluation
Self-Assessment	-To develop adequate understanding of self that will lead towards gaining enough self-confidence	Lesson on Module #11: Selfie, Selfie!	Fourth week of June 2 hours	Counselors Students	Students will have enough understanding of self and will become more confident of own uniqueness
Career Awareness	-To determine the career opportunities in the high area of interest as well as how to plan for future work	Lesson on Module #12: What's In My Career?	Second week of July 2 hours	Counselors Students	100 % of students will gain enough knowledge about career in the high area of interest
Career Exploration	To determine different kinds of jobs and discover careers that match interests and abilities through visiting an industry or establishments in the community and be able to learn the job in the area of interest	Career-Focused Field Trip Lesson on Module #13: A Step Closer to The World of Work	Fourth week of July Fourth week of July 2 hours	Counselors School Administrators Teachers Students Counselors Students	100% of students will visit an industry regarding area of interest Students will identify suitable career for ones' skills and abilities
Career Planning	- To develop a flexible and realistic career plan which includes preparation for the procedures and demands of college education	Lesson on Module #14: Getting Ready For My Future	First week of August 2 hours	Counselors Students	100% of students will come-up with a career plan highlighting the means to achieve in the future choice of career
Decision-Making	- To identify ways on how to make responsible decision considering the probable outcome of a decision to make	Lesson on Module #15 Responsible Decision-Making	Second week of August 2 hours	Counselors Students	At least 98% of students will become responsible in deciding about future career

APPENDIX O
PROGRAM MODULES

MODULE I: “Getting to Know More of Myself”

(Self- Awareness for Grade Nine)

OBJECTIVES: At the end of the session, the students will be able to:

- A. identify unique identities as an individual;
- B. recognize own strengths and weaknesses; and
- C. appreciate one’s uniqueness through positive self-affirmation.

MATERIALS:

- Copies of My Personal Coat of Arms worksheet,
- LCD Projector
- Powerpoint presentation
- White screen
- Pencils and art materials

ACTIVITIES:

Procedures:

A. Mood-Setting Activity: Ups and Downs

1. This activity is designed to highlight the unique identities of each student within the group.
2. Motivate the students by instructing them to stand if they fall on certain criteria.
3. The facilitator will start the activity by saying, stand if you are: a female, a male, a birthday Celebrant of March/August/ December/January, the oldest in the family/middle/youngest/only child, love Math/English/Science, like music/dancing/arts/writing/sports, belong to the top ten in class.

4. Connect the activity by pointing out that everybody has unique characteristics, talents, and skills that they must be aware of.

B. Main Activity: Personal Coat of Arms

1. Provide each student a copy of My Personal Coat of Arms diagram (see appendix). Instruct them to draw symbols that represent their answers on the following: Favorite school subject/s, hobbies, Things I like/I don't like, I am proud of, I wish I was better at, values that shape my life.
2. When done with their Personal Coat of Arms, divide the students into five groups for the sharing of their own output to the group members.

ANALYSIS:

- How did you feel when answering the questions in your Coat of Arms?
- Among the questions asked, which part was the most difficult for you to answer? Why?
- Did the activity lead you to better understand yourself? In what ways?
- How important is it to become aware of your own uniqueness?

ABSTRACTION:

Self-Awareness means having a clear perception of oneself including personality traits, strengths, weaknesses, feelings and thoughts. It allows you to understand yourself better, the people around you, the way you behave and respond to them in the moment.

Why develop self-awareness?

- It is one attribute of Emotional Intelligence which can help in achieving success.
- It is the first step in identifying what you want and mastering your own life.

- It helps you to regulate your thoughts and emotions so you can make positive changes.
- It helps in relating well with others and maintaining a good quality of relationship
- Having a clear understanding of own thoughts and behaviour patterns can also lead to better personal and professional relationships.

How to develop self-awareness?

- Practice your focus
- Pay attention to own expression of thoughts, behaviors and emotions
- Learn to become mindful

APPLICATION:

Students will be asked to write in a piece of paper their realization that reflects own learning towards positive self-affirmation. The facilitator will ask for volunteers to share their realizations in class. This activity can be finished in fifteen minutes.

MODULE II: “Career Knowledge is Power”

(Career Awareness for Grade Nine)

OBJECTIVES: At the end of the session, the students will be able to:

- A. become familiar of different careers available in the job market;
- B. determine the helpful means on how to choose own career; and
- C. obtain insights on how to become aware of career fields offered in the area of interest.

MATERIALS:

- Copies of career bingo board and career bingo pictures
- The career alphabet worksheets
- LCD Projector
- Powerpoint presentation
- white screen

ACTIVITIES:

Procedures:

A. Mood-setting Activity: Career Bingo Pictures

1. The class is divided into five groups. Each group is given a career bingo board and career bingo pictures.
2. Each group should make their own bingo game card by cutting the pictures from the career bingo pictures worksheet and placing them on the boxes of the bingo board.
3. The facilitator will call out careers to begin the bingo game. The groups are instructed to use a pencil to mark careers which are called out.
4. All images must be marked in order for the group to be called as the winner.

5. The facilitator will connect the activity by explaining that it includes sample careers that can help students' develop career awareness

B. Main Activity: Think-Pair-Share: The Career Alphabet

1. Each student is provided with a copy of career alphabet (see appendix). First, they will think then write as many careers as they can which starts with each letter of the alphabet.
2. Next, students are instructed to find a partner and together they will discuss about careers that they know.
3. Then, the facilitator will ask for some volunteers to share in class about what transpired during the discussion with the partner.
4. This activity intends to help students improve awareness of various careers through shared knowledge coming from classmates.

ANALYSIS:

- Where you able to complete answering each letter of the alphabet?
- Which among the letters in the alphabet did you find the hardest or easiest to answer?
- Which career/s is/are present in your partner's list but not included in your own?
- What questions did you typically ask to your partner about careers which you are not aware of?
- From whom or where do you usually get ideas about different careers?

ABSTRACTION:

Career Awareness means obtaining knowledge about different careers available in the labor market

Importance of Career Awareness

- With enough knowledge of work, students are led toward better career decisions
- It can help in identify the nature of job and required skills
- It provides understanding of the work roles and responsibilities needed in a job

How to become more career aware?

- Identify the course that you are most interested and some alternatives as well
- Check the minimum entry requirements for your chosen course and alternatives
- Consider financial capabilities and other additional costs
- Consider the career trends and labor market
- Seek counseling advice

APPLICATION:

Students are instructed to write in a piece of paper their learnings on how they can possibly develop awareness in terms of different career fields. This activity can be finished in ten minutes.

MODULE III: “Do I Have the Skills?”

(Career Exploration for Grade Nine)

OBJECTIVES: At the end of the session, the students will be able to:

- A. determine which jobs match skills and abilities;
- B. identify ways on how to develop career exploration in the area of interest; and
- C. realize the importance of considering own skills in the choice of career.

MATERIALS:

- Skills Scavenger Hunt activity sheet
- My Skills worksheet
- LCD projector
- Powerpoint presentation
- White screen

ACTIVITIES:

Procedures:

A. Mood-Setting Activity: Skills Scavenger Hunt

1. Students are provided with a copy of skills scavenger hunt activity form (see appendix). They are to find someone from the class whom they think possesses a particular skill described in the squares, then make sure to ask for his/her signature.
2. Students are instructed to finish the search as fast as they can. Once done, they can submit their paper to the facilitator who will countercheck the answers.
3. The first one to finish the activity completely and correctly is declared as the winner and will be given credit for a job well done.

4. Connect the activity by introducing the idea that there are sets of skills required in particular careers

B. Main Activity: My Skills Worksheet

1. Each student is given a copy of My Skills Worksheet (see appendix). Students are asked to think of at least three careers which sound interesting for them. Have them write down the skills required in each career. Have them think if they possess the required skill by answering yes or no in the worksheet.

2. The facilitator will ask for some volunteers to share their own output.

ANALYSIS:

- Among your top three list of career, which has the most number of skills you possess?
- Which among them has the least number of skills present to you?
- Does your career preference match your skills and interests?
- What do you plan to do with those careers requiring skills which you do not possess?

ABSTRACTION:

Career Exploration is the process of...

- Learning not just about yourself but the world of work as well
- Identifying and exploring occupations that can potentially give satisfaction
- Developing an effective way to realize career goals

Ways to Develop Career Exploration

- Career Assessment- To realize if a career is a good fit for you, you must know more about yourself. Take enough time to truly assess your skills, personality, interests or

values. It can be done through assessment that can help you generate the best career suitable to your traits and skills.

- Keep on reading and searching about different careers- Information must be updated. You must be aware of current trends and issues in career of choice.
- Read career profiles, job descriptions, skills and educational requirement as well as career outlook information.
- Interview people who belong to a certain career
- Watch short videos and learn how people in a particular career typically go through it.

APPLICATION:

Students are divided into four groups. Each group will come up with their own acronym of the word “SKILL” that will remind them of the importance of choosing a career that matches own abilities. This can be finished in ten minutes.

MODULE IV: “Mapping My Future”

(Career Planning for Grade Nine)

OBJECTIVES: At the end of the session, the students will be able to:

- A. figure out what they want to do after high school;
- B. know how present school subjects relate to career plan; and
- C. formulate a career plan with important steps to take to better prepare for the future.

MATERIALS:

- Copies of Starting Today and Maze activity forms
- Ball pens/pencils
- Arts materials
- LCD Projector
- White screen

ACTIVITIES:

Procedures:

A. Mood-setting Activity: Maze

1. Each student is provided with a copy of maze. They are to finish it the fastest they can.
2. The first one to finish it is considered the winner and will be given credit.
3. Connect the activity by pointing out that just like the maze which you try to find ways on how you can reach your end goal , career also requires specific planning to be able to successfully reach the desired career.

B. Main Activity: My Career Road Map

1. Students are instructed to create their own career road map outlining the steps they

may undergo towards achieving the career that they want in the future.

2. Students are motivated to become more creative in mapping out their career by simply putting colors and other artistic designs that will make their roadmap more memorable for them.

3. Once students are done they will be divided into five groups for group sharing. The facilitator will ask for volunteers to share their roadmap in class.

ANALYSIS:

- How did you feel while doing your own career road map?
- What would you like to do after high school?
- Did you consider the challenges that you may encounter along the way?
- What do you think is the most challenging part in your road map that can hinder or motivate you towards career success?
- How do you prepare yourself to become career ready?

ABSTRACTION:

Career planning is a continuous process of:

- thinking about your skills, interests, preferences and values
- exploring the world of work and the learnings it gives you
- ensuring that personal qualities fits your work; and
- continuously learning and planning on how to manage changes in life including the work environment.

Importance of Career Planning

- It helps to have a good head start by being able to recognize how present school subjects affect future choice of career.
- You become more competitive for college applications since you have enough planning for post-secondary education
- It can provide valuable learnings that can help shape future goals

4 Steps in the Career Planning process:

Step 1: Knowing self – You may begin by thinking where you are at the moment, where you want to be in the future and how you are going to get there. Questions which you may ask to yourself include:

- a. What do I like to do?
- b. What are my strengths and weaknesses?
- c. Which subjects am I good at?
- d. What topic sounds interesting to me?

Step 2: Finding out – Explore the occupations and your areas of interest.

Step 3: Making decisions – compare, narrow down choices and figure out which career best suits you. Through these, you may be able to find out what to do next in order to achieve your goals.

Step 4: Taking Action- It includes the steps you need to take to put your plan into action.

APPLICATION:

Students are asked to write a plan of action on how to better their future by starting it as early as now. They are to accomplish a form on “*Starting Today*”. The facilitator will ask for volunteers to share their answers. This activity can be done in ten minutes

MODULE V: I am “SMART”

(Career Decision-Making for Grade Nine)

OBJECTIVES: At the end of the session, students will be able to:

- A. identify what is important to them in order to start setting clear career goals;
- B. learn about the characteristics of a good goal that will direct towards wise career decisions; and
- C. develop short-term and long-term goals and the probable steps to make them happen.

MATERIALS:

- Balloon
- Bond papers
- Copies of “My SMART Goals” worksheet
- LCD projector
- White screen

ACTIVITIES:

Procedures:

A. Mood-setting Activity: The Balloon Game

1. Divide the class into five groups. The members of each group will form a circle while holding hands.
2. Each group is provided with a balloon to be tossed at the center of the circle. They are instructed to keep the balloon off the ground. They should keep the balloon in the air without using and letting go of their hands which are joined together. They can use all body parts except for their hands. If the balloon touches the floor, the group will be out of

the game.

3. The group that is able to maintain their balloon afloat is considered the winner.
4. Connect the activity by explaining that like each group with a goal of not letting the balloon drop off the ground, it is also important to apply goal-setting process in terms of career in order to become directed towards the right decision.

B. Main Activity: What If

1. Students are provided with a blank sheet of paper. They are instructed to number it 1 to 4.
4. Students will answer the questions below by writing the first thing that comes to their minds. This activity aims to help students clarify what is important to them through “what if” scenarios.

- What if you were given the chance to make three wishes about anything, what would you wish for?
 - What if you won the lottery, how would you spend the money?
 - What if you only had six months to live, what would you do in life?
 - What if you had the power to do anything in this world, what would you do first?
2. The facilitator will ask for some volunteers to share their answers in the class.

ANALYSIS:

- When you answered the questions, did you think of what you truly want to have or do?
- How did it make you feel when you get the things that you really wanted?
- When there is something that you desire to achieve, do you set goals and take steps on how to reach it?

- Is setting goal an easy or a difficult thing to do for you? Why?
- Is setting goal an important matter to consider in terms of career? How?

ABSTRACTION:

What is a goal?

- It has to be something that holds importance to you
 - a. Goals you want to achieve personally
 - b. Goals you want to achieve in school
 - c. Goals you want to achieve at home with your family
 - d. Goals you want to achieve with friends
 - e. Goals you want to achieve as regard your faith
- It has to be within your power that it can happen by your own actions
- It has to be something that is possible to achieve
- It must be clearly stated and has a certain plan of action

Two Types of Goals

- Short-term - is something that can be accomplished soon which means this week, this month or even this year.
- Long-term goal- is something that can be accomplished in a long time.

How to set goals?

- Define the goal.
- Establish steps needed to attain it.
- Consider the probable challenges and ways on how to deal with them
- Set deadlines.

What makes a good goal?

- Specific- we know exactly what we want to do and accomplish.
- Measurable- enable us to gauge our progress whether we have reached our objective or not.
- Attainable- it has to be achievable.
- Relevant – It represents substantial progress.
- Time-bound- It is grounded within a specific time frame.

APPLICATION:

Students are provided with activity sheets on “*My SMART Goals*”. They are asked to complete the worksheet with their short-term and long-term goals and how they plan to make them happen in a SMART way. The facilitator will ask for volunteers to share their work. This activity can be finished in ten minutes.

MODULE VI: “I Know... You Know”

(Self-Assessment for Grade Ten)

OBJECTIVES: At the end of the session, the students will be able to:

- A. identify personal strengths and weaknesses through the perception of others;
- B. gain a deeper sense of understanding self; and
- C. accept feedback of others towards them constructively.

MATERIALS:

- Bond papers
- Scotch tape
- Ballpen
- LCD Projector
- Powerpoint presentation
- White screen
- Copies of How Others See Me worksheets

ACTIVITIES:

Procedures:

A. Mood-setting Activity: Line-Up!

1. Students are divided into five groups. They are to come up with a group name. This activity will ask them to arrange themselves accordingly.
2. The facilitator will then say, arrange yourself according to: height, birth month, shoe size, length of hair, length of arms, first letter of the name, body weight.

3. The group that is first to finish will shout their group name and will be given credit.

The group that will get the highest score is considered the winner.

4. Connect the activity by emphasizing the importance of obtaining a better picture of self through the point of view of others

B. Main Activity: Back to Back

1. Each student will be given a blank bond paper to be put at their back.

2. Students are instructed to move around the classroom and write on the paper at the back something that best describes the person. It can include both positive and negative qualities of the person.

3. When done with the activity, students are instructed to get the piece of paper from their back and read the comments about them.

ANALYSIS:

- How did you feel when you read the descriptions of your classmates about you?
- What are the positive and the negative descriptions about you?
- Are the descriptions similar or different from the way you see yourself?
- Do you accept or reject the feedback of your classmates about you? Why?
- Is it important that you get feedback from others about yourself? Why

ABSTRACTION:

The Johari Window is a very helpful way of understanding our self based on the things that we and others may or may not see. The window is divided into four parts- I know about me, I don't know about me, others know about me and others don't know about me. The resulting quadrants are:

Public Self	Facade
Blind Spot	Unknown

1.Public Self – things I know about me that other know. This is the part of self that we discuss with others openly and we are happy to share about. There is an element of gaining a common view about self.

2.Facade – things I know about me but others don't know. This is the part of self that is too private to share about. We used to hide or refuse to discuss it with others. It is avoided for reasons of vulnerability. This is the aspect of self that can be shared only with the people we trust the most.

3.Blind Spot – things I don't know about me but others know about me. The views we have of ourselves may not be the same with the views that others have of us. Others hinder themselves to tell their observation of us because we may not accept what they see and would simply view it as invalid.

4.Unknown – things I don't know about me but others also don't know about me. This is one which neither we see nor other people see on us. This refers to undiscovered self which may remain undiscovered forever or may be discovered one day.

The key to achieve a greater self-awareness is to increase the public self which will enable our friends and acquaintances to understand and relate with us better. One way to do this is to be open enough and to share more about self.

APPLICATION:

Students are asked to answer the worksheet on “How Others See Me” which depicts students’ awareness of self through the perceptions of others. When done answering, students are asked to find a partner for sharing. The activity can be finished in ten minutes.

MODULE VII: “Be Career Ready! Be Aware!”

(Career Awareness for Grade Ten)

OBJECTIVES: At the end of the session, the students will be able to:

- A. increase knowledge of different occupational fields;
- B. describe the possible trainings and skills required in a particular field; and
- C. learn how to choose a career considering the area of interest.

MATERIALS:

- List of occupations
- Small box
- Sample career pictures
- LCD projector
- Powerpoint presentation
- White screen

ACTIVITIES:

Procedures:

A.Mood-setting Activity: Charade

1. Students are divided into two groups. Each group must choose someone to pick in a box containing a list of occupations, then he/she must act it out. The group members are given one minute to guess the occupation.
2. A group will receive one point for every correct answer. The group that will first to garner five points is considered the winner.

3. Connect the activity by highlighting that the activity focuses on the different careers necessary for everyone to know and become knowledgeable of.

B. Main Activity: Picture Analysis

1. Students are divided into groups of three. Each group will be given pictures of sample careers focusing on K to 12 Academic Track which include Science, Technology, Engineering and Math (STEM), Accountancy, Business and Management (ABM) and Humanities and Social Sciences (HUMSS).

2. Students are instructed to brainstorm on the career pictures provided to them by describing and analysing what a person does usually as well as the possible training and skills required in the job.

3. The facilitator will instruct each group to assign a leader, a scribe, and a reporter to do the summary of the discussion.

4. The group reporter will present in class the output of their group. Students are instructed to listen carefully as this can provide them ideas on the different careers relevant in the future choice of strand under the K to 12 Academic Track.

ANALYSIS:

- Are your own ideas about a particular career the same or different from those mentioned in the report?
- What are the similarities between your own ideas and what was actually reported?
- How about the differences? How did your own ideas differ from the one reported?
- After comparing the similarities and differences, did it lead you towards a better awareness of particular careers? How?

ABSTRACTION:

The right career selection depends on reliable information available in the job market. It is important to know about the opportunities that a specific occupation can provide. Career information has to be updated and reliable in order to be guided in the future career path.

Different Careers by Fields

Business- it involves financial analysts, marketing specialists, sales representatives, business management

Computer Technology- fast evolving because of technological advancement nowadays. Computer technology careers involve information technology, web and graphic design, computer science

Education- the most rewarding and novel career fields. It involves special education teacher, college professor, principal or technical trainer

Engineering- it offers a growing opportunity for employment. It includes mechanical engineering, electronics and communications engineering, electrical engineering and various engineering careers

Hospitality Careers- is best suited for those who love to travel and interact with new people

Media Communications- involves journalism, newscasting, broadcasting which can offer high profile career chances

Law Enforcement Careers- concerns on legal matters and criminal justice occupations

Science and Health- a best fit for those who aspire to belong in health and medical

profession

APPLICATION:

Students are instructed to draw in a piece of paper a symbol of career that interests them most. Then, based from the discussion, they should write what learnings or realization they gained regarding their preferred career. Students are given ten minutes for this activity.

Assignment:

Interview someone employed in a career of your interest. Ask about his/her occupation, type of job, kind of training, things he/she likes in the job, most frequently encountered problem and the personal qualities important in this field.

MODULE VIII: “Where Do I Belong?”

(Career Exploration for Grade 10)

OBJECTIVES: At the end of the session, the students will be able to:

- A. discuss opportunities with people employed in a career of interest
- B. recognize necessary skills and trainings required in a particular field
- C. reflect if a career of interest suits one’s skills and abilities

MATERIALS:

- Strips of papers
- Small box
- LCD projector
- Powerpoint presentation
- White screen

ACTIVITIES:

Procedures:

A. Mood-setting Activity: Guessing Game

1. The facilitator will first prepare a small box containing folded strips of papers with names of occupation.
2. The class is divided into two groups. Each group must have a representative to pick a paper from the box then guess the occupation which will be placed on his/her forehead so he/she won’t see. The representative will ask questions, focusing on skills, to the group members who would only answer “yes” , “no” or “can be”.

3. The facilitator will give only sixty seconds for each representative to arrive at the correct answer.
4. The first group to gain a score of five is considered the winner.
5. The facilitator will connect the activity by introducing to students that careers require certain skills which are supposed to match one's interest.

B. Main Activity: Career Interview

1. Students are divided into four groups. They are instructed to combine the results of all the answers gathered from the interviews conducted as an assignment to them in the previous meeting.
2. Each member will share about the interview they had through answering the following questions:
 - a. Name of Occupation
 - b. Type of job
 - c. Kind of training
 - d. Things he/she likes in the job
 - e. Most frequently encountered problem
 - f. Personal qualities important in this field
3. The group will then make a summarized table for display and for discussion in class.

ANALYSIS:

- How will you describe the nature of work in your area of interest based from the interview with people who are actually working in the field?

- Knowing the skills required in your area of interest, did it make you become more confident or it caused you to change your mind?
- Considering the problems encountered in the job, do you see yourself getting through it as well?
- What important insights did you obtain from the interview?

ABSTRACTION:**Which Jobs Fit Best For You?**

Exploring possibilities is a good way to help you choose the right career. You gain more understanding about various jobs but it is also important to consider your skills and abilities in choosing the best option.

Tips on How to Learn More About the Job

- Think about your interest
- Consider How to Get There
- Try Out
- Volunteer if there is any chance for you to get some learning experiences in the job of your choice
- Accompany someone working in your field of choice
- Internship whether paid or unpaid
- Get advice from family, relatives and friends
- Find a mentor

APPLICATION:

Students are asked to reflect on themselves and write down in a piece of paper their realization about the career that they are interested in. This activity can be finished in ten minutes.

MODULE IX: “Dream Career Destination”

(Career Planning for Grade Ten)

OBJECTIVES: At the end of the session, the students will be able to:

- A. become directed towards a dream career by focusing on what they want to be;
- B. consider other alternatives on what to do after high school; and
- C. formulate a plan necessary for future success.

MATERIALS:

- Copies of Career Puzzle
- The Wheel worksheets
- Career puzzle, pencils
- LCD Projector
- White screen

ACTIVITIES:

Procedures:

A. Mood-setting Activity: Career Puzzle

1. Students are divided into five groups. Each group is given the same puzzle that they have to arrange accordingly. The puzzle image contains the word “career”.
2. Students are instructed to help one another plan on how to solve the puzzle by fitting each of the broken pieces. The first group to finish fixing the image is declared as the winner and will be given credit.

3. Connect the activity by explaining that just like the puzzle where they get to plan on how to come up with the right image, career also needs specific planning towards achievement of a dream career.

B. Main Activity: Career Timeline

1. Each student is instructed to make their own Career Timeline considering their past, present and future career choice.
2. When students are done already, the facilitator will divide the class into five groups for group sharing. Then, the facilitator will ask for some volunteers who will share about the career timeline they made.

ANALYSIS:

- Did your career preference change or just the same over a period of time?
- What are the factors you think have caused the changes or similarities in your career preference?
- Aside from your dream career, did you think of any career alternatives which you can possibly do after high school? If yes, what are those?
- What do you think are the important factors to consider in planning your career?

ABSTRACTION:

Career planning can help in realizing your true ambition including what you would like to do in your life. A plan is important in order to figure out things clearly especially when thinking about a dream career.

Important Things to Consider:

1. Know where you want to go- You must know your destination so you can start figuring out which way to go. The first step in planning your career, you must have a detailed and clear personal vision statement of what you would like to become in the next few years.
2. Pay attention on the tools you need- A good starting point is to know the needed skills and assess whether you have the skills necessary in a particular career.
3. Look for a guide- find someone who can provide you important feedback in your field of choice. It can help in your exploration if you will identify one or more mentors in the field. Through their guidance, you will have more ideas on what to expect in your career choice and the preparations that you need to have.
4. Be open to possible changing routes- There are situations that call for a change of destination or detour along the way. You have to learn to adjust to any roadblocks that may come your way. Consider having alternatives or other options in your career choices.

APPLICATION:

Students are asked to answer “The Wheel” worksheet. This activity helps students to plan on how they can achieve their dream career through the learnings obtained from the lesson. The facilitator will ask for some volunteers to share their answers. This activity can be finished in ten minutes.

MODULE X: “Weighing My Options”

(Career Decision-Making for Grade Ten)

OBJECTIVES: At the end of the session, the students will be able to:

- A. identify the steps in decision-making process;
- B. become aware of the probable outcome of the decisions to make; and
- C. learn how to make a decision.

MATERIALS:

- Copies of Weighing My Preferred Career worksheets
- LCD Projector
- Powerpoint presentation
- White screen

ACTIVITIES:

Procedures:

A. Main Activity: Role Playing

1. The class is divided into four groups. Each group will be given the following scenarios that they will act out through a role play.
 - a. A graduating high school student having difficulty on what to take up for college
 - b. A student who wants to shift a course for the next semester
 - c. A friend who is not that good at Math but wants to take up a course that requires good mathematical ability
 - d. A student who failed the college entrance test for the course he wants to pursue

2. The group should incorporate in their presentations the possible solutions in each scenario.

3. Each group is given five minutes for their presentation.

ANALYSIS:

- What is the common issue in the given scenarios?
- If you were in the same situation, what would you probably do?
- What do you think should be done in order to avoid arising issues as those from the given scenarios?
- Is making decision an easy thing to do? Why or why not?

ABSTRACTION:

Decision- making refers to a process of selection by considering the possible consequences of each action.

Steps in Decision-Making Process:

1. Identify the decision to be made- it is necessary that you know what particular problem you are trying to solve.
2. Know your personal attributes- consider interests, skills and values
3. Identify possible options and gather information- determine the choices that you have
4. Evaluate option – identify the pros and cons
5. Select one option- choose one option then come-up with a plan of action

APPLICATION:

Applying the steps in decision-making, students are instructed to think of what career strand to pursue for senior high school. They are to answer the worksheet on Weighing My Preferred Career . This activity can be finished in fifteen minutes.

MODULE XI: “Selfie, Selfie!”

(Self-Assessment for Grade Eleven)

OBJECTIVES: At the end of the session, the students will be able to:

- A. determine own strengths and weaknesses including personal values and other motivating factors that shape one’s life;
- B. increase understanding of self; and
- C. create own self-portrait that expresses uniqueness as a person.

MATERIALS:

- Student’s digital photo/s of self
- Ball
- Individual student ipad
- keynote presentation

ACTIVITIES:

Procedures:

A. Mood-Setting Activity: Let’s do the post!

1. Students are asked to form a circle.
2. Music will be played while a ball is passed from one to another. When the music stops, the student who holds the ball will go inside the circle and make a selfie post that describes him/her as a person. For instance, a serious selfie post means that the student is serious-minded. The student will say, “Hi I’m (tells his/her name). I am a serious type of person.”

3. Connect the activity by explaining that everyone has unique qualities which describe him/her as a person.

B. Main Activity: Self-Portrait

1. Instruct the students to look for a digital photo/s of self. They are to make their own creative self-portrait.

2. Students are asked to answer the following questions as they make their own portrait:

- a. What makes me unique?
- b. What do I value most in life?
- c. What are the things that I admire in myself?
- d. Which aspect of myself do I need to improve on?
- e. Who are the people who serve as my role models?
- f. Who are my best friends?
- g. What are the things that can inspire me to do better in life?
- h. What do I want to be?

3. The facilitator will ask for some volunteers to share about his/her own self-portrait with answers on the questions asked.

ANALYSIS:

- Was it easy for you to create your own portrait of self? Why or why not?
- Which among the questions you considered as the hardest to answer?
- Which items were the easiest for you to answer?
- Did the activity help you to express your uniqueness as an individual? How?

ABSTRACTION:

Self-awareness refers to the ability of a person for introspection and recognition of one's own uniqueness as an individual.

What does it mean to be self-aware?

Self-awareness is a way of understanding personality styles, reactions, behaviors, emotions as well as cognitive processes. To have more self-knowledge means being able to come-up with better choices.

Self-awareness includes things such as:

- Core beliefs- your own beliefs about yourself and life
- Strengths and weaknesses- abilities and limitations as a person
- Passions and fears- the things you love doing and those you are afraid trying
- Relationship- the kind of socialization that you want to have and why. The kind of people you love spending time with and why.
- Career – identifying talents and career which best suits your desires
- Confidence- when you finally know who you are, what you want in life and why, it boosts your confidence. There is power in knowledge.

APPLICATION:

Students are instructed to make a one-liner note to self which reminds them of their unique identities. The facilitator will ask for volunteers to share what they made. This activity can be finished in ten minutes.

MODULEXII: “What’s in my Career?”

(Career Awareness for Grade Eleven)

OBJECTIVES: At the end of the session, the students will be able to:

- A. achieve a greater awareness about the career training offered in the area of interest;
- B. identify where to look for job opportunities; and
- C. determine important highlights of the preferred career.

MATERIALS:

- Copies of unscramble worksheets
- Career research worksheets
- Individual student ipad
- Keynote presentation

ACTIVITIES:

Procedures:

A. Mood-setting Activity: Unscramble

1. Students are instructed to find a partner. They will be given a copy of unscramble worksheet.
2. They are to re-arrange the list of people’s name to find out about their occupation.
3. The first pair to finish will be given credit as the winner.
4. The facilitator will associate the activity on the importance of being aware of different occupations in the field.

B. Main Activity: Career Research

1. The class will be given copies of Career Research worksheet to be accomplished by individual student.
2. In the worksheet, they are to write their preferred career and make a research about the job description, educational and skills requirements, salary range and the job opportunities offered in the field of choice.
3. Students are instructed to make use of their individual ipad in accomplishing the worksheet. They can read articles online and other references that will aid them in doing the research.
4. The facilitator will then ask for volunteers to share about their research.

ANALYSIS:

- Based on your research, what makes your career preference more interesting to pursue?
- Did your research suggest a promising job in your preferred career?
- What are the three important highlights on your career preference which strike you the most?
- As a grade eleven student who has chosen already a strand for senior high school, what will you do to make sure that you have enough knowledge on your preferred career especially that nowadays career trends are fast changing?

ABSTRACTION:

Career Awareness allows an individual to become more independent or self-reliant by being able to understand the fast changing labor markets. To be knowledgeable

of different careers is an essential life skill that can help in planning for future life. Through career awareness, it becomes easier to look for job opportunities. Here are the helpful means on how to gather career information easily:

- Understand your criteria in searching a career
- Maintain your network
- Connect with alumni
- Create a list of jobs
- Check job posts
- Read the job descriptions thoroughly
- Volunteer

APPLICATION:

Students are instructed to write atleast three main highlights about their preferred career as well their insights considering what they have learned from the discussion. This activity can be finished in 10 minutes.

MODULE XIII: “A Step Closer To The World of Work”

(Career Exploration for Grade Eleven)

OBJECTIVES: At the end of the session, the students will be able to:

- A. explore which jobs fit interest and abilities;
- B. learn how to get job experiences in the high interest areas; and
- C. identify requirements necessary for future work.

MATERIALS:

- Copies of employment research worksheets
- Individual student ipad
- Keynote presentation

ACTIVITIES:

Procedures:

A. Mood-setting Activity: Picture Perfect

1. The class is divided into four groups. Each group must think on how they can best portray the nature of work expected under a particular field.
2. The facilitator will say for instance, show the picture perfect of people under the Business profession/Medical profession/ Teaching Profession/Legal profession.
3. After thirty seconds, each group must freeze then the facilitator will decide which group is able to capture how it is really like when working in a particular field.
4. The first group which is able to gain three points is declared as the winner.
5. Connect the activity by pointing out that there are typical jobs expected once employed in a specific career.

B. Main Activity: Employment Research

1. Each student is provided with Employment Research worksheet. They should answer the questions by doing a research on their career of preference and the needed skills, trainings or qualifications in order to have a chance for employment.
2. After answering, each student will find a partner to share about his/her output.
3. The facilitator will then ask for some volunteers to discuss in the entire class regarding their employment research.

ANALYSIS:

- Do you possess the skills required in order to get hired for work?
- Which among the skills do you think is the most important to consider in your interest area?
- Does your preferred career offer several industries or opportunities where you can work at?
- Do you feel confident enough that you have the potential to succeed in this particular field?

ABSTRACTION:

Things to Consider in Exploration:

- Own set of skills
- Opportunities or chances for employment

How to Get Job Experiences:

- Referrals by family, relatives or friends
- Paper or online application
- Endorsed by government

APPLICATION:

Using the same groupings, students are instructed to come-up with their own commercial promoting the skills they have as a group and how they will be able to get jobs based from the discussions. This activity should be done in ten minutes.

MODULE XIV: “Getting Ready for My Future”

(Career Planning for Grade Eleven)

OBJECTIVES: At the end of the session, the students will be able to:

- A. identify what specific career to take up for college;
- B. know more about procedures and requirements for college; and
- C. obtain insights on the importance of career preparation.

MATERIALS:

- Copies of My Career Plan Worksheets
- Bond papers
- Keynote presentation

ACTIVITIES:

Procedures:

A. Main Activity: My Career Plan Worksheet

1. Students are provided with copies of My Career Plan worksheets. They are to answer each question in the worksheet pertaining to their preferred career.
2. The facilitator will divide the class into five groups. Each student will share their answers in their respective group.
3. The facilitator will ask for some volunteers to do the sharing in the entire class.

ANALYSIS:

- How will you describe your college preparation?
- What factors did you consider in planning for college education?

- How does college differ from high school in terms of educational and career demands?
- How do you plan to become ready enough to embrace the changes?

ABSTRACTION:**Things to consider in college preparation**

- a. Select a college major or program that matches personal interests
- b. Check the required academic grades
- c. Secure and complete application forms for admission
- d. Register and take required admission tests
- e. Submit all necessary information
- f. Be on time on your college application

APPLICATION:

Students are asked to list down in a sheet of paper important points to remember as part of college preparation. They are to give at least three to five best highlights that will also serve as their guide in facing college life. This activity can be finished in ten minutes.

MODULE XIV: “Responsible Decision-Making”

(Career Decision-Making for Grade Eleven)

OBJECTIVES: At the end of the session, the students will be able to:

- A. learn how to make a decision and become responsible of one’s action;
- B. learn how to adapt to change; and
- C. become aware of the probable outcome of decisions to make.

MATERIALS:

- Copies of Decision-Making Worksheet
- Bond papers
- Kkeynote presentation

ACTIVITIES:

Procedures:

A. Main Activity: Which is Which

1. The class is divided into groups of four. Each group is given different situations and they will brainstorm on how they can possibly resolve the following problems:

a. You applied for admission in two universities which are both in the top of your choices. However, school A is far from your place but it offers the course which you like to pursue. Whereas, school B is just near from your place but has only limited courses for college. Which do you prefer?

b. Your school offers you a full scholarship grant provided that you will take a course related in Business. However, you want to pursue a career related in Science but your family’s financial status cannot support yet your college expenses.

c. You belong to a family of dentist. However, you want to build your own name and pursue your passion in writing. If you would push through with what you like, your family warns you to get little or worst, no support from them at all.

d. You are qualified in two college majorships that you applied for. Program A is the one close to your heart but it requires maintaining grades for its students. You feel afraid that you might not make it due to your part-time job. However Program B does not have ceiling grades but it is not really your program of choice. Which do you prefer?

2. The facilitator will provide each group with a copy of Decision-Making worksheet that they will answer.

3. Each group must have one representative to discuss in class how they can possibly resolve the given scenario.

ANALYSIS:

- How did your group come-up with the possible solutions?
- Did all the members agree with the same decision or there were also disagreements during the brainstorming?
- What conflicting ideas did you encounter while trying to make a decision to a problem?
- Which part of the questions in the worksheet was/were the hardest to answer? Why
- Can you say that making decisions is a hard thing to do?
- Once the decision is made, do you agree that it also requires one to be responsible enough of own actions? Why?

ABSTRACTION:

Career decision-making is often a complex task that requires one to be responsible enough in making choices. Because it is often very challenging, it is also important to be careful on what we decide.

Responsible Decision-Making

- Everyone is accountable for own actions. Do not expect others to look after your future development.
- Be adaptable, flexible and enthusiastic in learning new skills and knowledge
- Be ready to perform new tasks required for further development
- Find a mentor who will guide you in the chosen field

APPLICATION:

Students are asked to write in a sheet of paper their answer on this question' "How can I become responsible in my Career Decisions?". They are instructed to write atleast five to ten sentences for their answers. This activity can be finished in fifteen minutes.

APPENDIX P
AUTHENTICITY RESULT

APPENDIX Q
CERTIFICATE OF LANGUAGE EDIT

Philippine Normal University

Taft Avenue, Manila

**PROPOSED CAREER MATURITY DEVELOPMENT PROGRAM FOR
SECONDARY STUDENTS IN K TO 12 CURRICULUM**

**A Thesis Presented to the Faculty of the
College of Graduate Studies and
Teacher Education Researches
Philippine Normal University**

**In Partial Fulfillment of the Requirements for
the Degree Master of Arts in Education with
Specialization in Guidance and Counseling**

by:

REIZA I. MONES

