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The career development program and the career readiness of grade 10 students in a private institution

O programa de desenvolvimento de carreira e a preparação para a carreira de alunos do 10º ano de uma instituição privada

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ABSTRACT

Upon entering senior high school students choose a career track. School counselors through implementing career development activities play a vital role in student's readiness for related career decisions. With this, the study determined the relationship between the extent to which the career development program has developed competencies of students in terms of developing career awareness and developing employment readiness (Standard A), acquiring career information and identifying career goals (Standard B) and acquiring knowledge to achieve career goals (Standard C), and the level of career readiness in terms of self-information, career information, career decision making and career planning. A descriptive correlational research design was utilized and conducted in a private institution which involved grade 10 students. The instruments used were researcher-made and adapted standardized questionnaire. Frequency, mean, ANOVA and Pearson r were used as statistical treatments. Results revealed high extent to which the career development program has developed competencies and high level of students' career readiness. When analyzed according to profile such as sex, parents' level of occupation, and family income; no significant difference was found in the extent of career development program while a significant difference in the level of career readiness was noted. This study concluded that there is a significant relationship between the extent to which the career development program has developed competencies and the level of career readiness. Furthermore, proposed areas for enhancement to the institution's career development program were put forward.

Keyowrds: Career counseling, Career development program, Career readiness, Quantitative study, Philippines.

RESUMO

Ao entrar no ensino médio, os alunos escolhem uma carreira. Os conselheiros escolares, através da implementação de atividades de desenvolvimento de carreira, desempenham um papel vital na prontidão do aluno para as decisões de carreira relacionadas. Com isso, o estudo determinou a relação entre o grau em que o programa de desenvolvimento de carreira desenvolveu competências dos alunos em termos de desenvolvimento de consciência de carreira e desenvolvimento de prontidão para o emprego (Padrão A), aquisição de informações de carreira e identificação de objetivos de carreira (Padrão B) e aquisição de conhecimento para atingir as metas de carreira (Padrão C) e o nível de prontidão para a carreira em termos de autoinformação, informações sobre carreira, tomada de decisão de carreira e planejamento de carreira. Um desenho de pesquisa correlacional descritivo foi utilizado e conduzido em uma instituição privada que envolveu alunos do 10º ano. Os instrumentos utilizados foram questionário padronizado elaborado pelo pesquisador e adaptado. Frequência, média, ANOVA e Pearson r foram utilizados como tratamentos estatísticos. Os resultados revelaram alto grau em que o programa de desenvolvimento de carreira desenvolveu competências e alto nível de preparação para a carreira dos alunos. Quando analisados de acordo com o perfil como sexo, nível de ocupação dos pais e renda familiar; nenhuma diferença significativa foi encontrada na extensão do programa de desenvolvimento de carreira, enquanto uma diferença significativa no nível de preparação para a carreira foi observada. Este estudo concluiu que existe uma relação significativa entre a extensão em que o programa de desenvolvimento de carreira desenvolveu competências e o nível de preparação para a carreira. Além disso, foram apresentadas áreas propostas para aprimoramento do programa de desenvolvimento de carreira da instituição.

Palavras-chave: Aconselhamento de carreira, Programa de desenvolvimento de carreira, Preparação para a carreira, Estudo quantitativo, Filipinas

1. INTRODUCTION

The transition from high school to college is a critical turning point in the life of an individual. At this stage, a person undergoes the complex process of developing career readiness in preparation for choosing a career track to pursue. In fact, the Career Readiness Partner Council (CRPC) of 2013, recognized the vital role played by the student's career readiness towards school achievement and success. However, researches revealed that many students entered college unprepared and indecisive of their career choices. There is nearly 60% of first year college students discovered that they are not ready for postsecondary studies (Daley, 2010). As a result, the number of course shifting cases increased and the drop-out rate continuously grow in many universities. Hence, included in the top ten reasons why students leave or drop-out school is the choice of wrong major and lack of awareness about self and their interests (Silva, 2014). Moreover, the wrong career choices taken by students in higher education later results to greater problems such as job and skills mismatch which is identified by the Department of Labor and Employment (DOLE) as one of the primary causes of high youth unemployment rate in the Philippines as of January 2015.

There have been many studies which have examined how well the educational system is preparing students for life after high school. However, Visher, Bhandari and Medrich (2004) noted that many students know little about their career options, their talents and values, what it is like to work, and what preparation is needed for careers or higher education. Hence, a reform initiated to address these concerns is the implementation of K to 12 Program. This new curriculum shifts to a 12 year cycle adding grades' 11 and 12 in high school. Upon entering senior high school, grade 10 students are expected to choose a career track in preparation for higher education. Thus extensive career explorations must be done to come up with appropriate career decision. In this manner, the active and collaborative role of career advocates and guidance counselors is vital to guide and assist students in exploring their unlimited options. As noted by the National Career Development Association (NCDA) in 1993, helping individuals increase self-understanding of their abilities, interests, values and goals is a vital foundation of the career development process. Hence, developing career development program tailor-fit to the new curriculum is essential for career readiness and success.

Despite the effort to deliver standards for career development, reports consistently show discrepancies in career programs and career choices of students. In the MetLife Survey of American Teachers, 40 percent of graduates wished they would have taken different courses in high school. The vast majority of students are offered few opportunities to engage in career exploration and given little useful career information until the 11th or 12th grade (Hines, Lemons, and Crews, 2011). This posits that career development efforts in high school settings have been portrayed as a hit and miss situation.

Wimberly and Noeth's (2005) survey on Educational Planning on the 8th to 10th graders pointed out that two-thirds of them expressed that they had not begun considering the education, training, and work options they would pursue upon graduation from high school. This connotes inadequacy for career readiness as a result of lack of career knowledge and expected attitudes and behaviors. This also imply that nowadays career development becomes a by-product of educational curriculum, with a figure-it-out as you go-along mentality (Dykeman,et. al., 2003).

The Department of Education (DepEd) has extended the early registration period for senior high school from October 19 to November 13, 2015. DepEd was forced to extend the national early registration to provide all grade 10 students ample time to decide on their choice of SHS track and to be aware of the importance of choosing a track that suits their interest (DepEd, 2015). Hence, DepEd has rolled out career guidance programs to assist students in making informed choices. This state now has brought challenges considering the insufficient numbers of career advocates and registered guidance counselors in the public and private institutions. Despite the career guidance advocacy

program, a vast majority of students lack sufficient career information and self-assessment making them indecisive with their choices. In fact, students would even ask if they can still change their chosen track during enrollment period.

Evidently, the foregoing scenarios show the crucial role of career development programs considering the recent change in the Philippine educational system. Existing literatures reveal discrepancies between career development programs and career choices of students, inadequate career readiness, indecisiveness of students in choosing career tracks, and school problems such as course shifting and drop-outs which underscore the need for more research in these areas (Daley, 2010; Silva, 2014; Visher, Bhandari & Medrich, 2004; Hines, Lemons, &Crews, 2011; Wimberly & Noeth, 2005). This prompted the researcher to study the extent of the career development program in developing competencies among grade 10 students and its relationship to the level of their career readiness for senior high school.

Statement of the Problem

The study attempted to find out the relationship between the extent to which the career development program has developed competencies of students and their career readiness in preparation for senior high school. Specifically, it sought to answer to the following questions:

1. What is the demographic profile of the respondents in terms of sex, parents' level of occupation and family income?
2. To what extent has the career development program developed competencies of the respondents in developing career awareness, developing employment readiness, acquiring career information, identifying career goals, and acquiring knowledge to achieve career goals?
3. What is the level of the respondents' career readiness in terms of self-information, career information, career decision making, and career planning?
4. Is there a significant difference in the extent to which the career development program has developed competencies of the respondents when grouped according to profile?
5. Is there a significant difference in the level of career readiness of the respondents when grouped according to profile?
6. Is there a significant relationship between the extent to which the career development program has developed competencies and the level of career readiness of the respondents in preparation for senior high school?
7. Based from the findings of the study, what areas of enhancement may be proposed to the institution's career development program?

2 THEORETICAL/CONCEPTUAL FOUNDATION

The study was anchored mainly on Super's Life Space theory (1957) of career development and the model for National Standards for School Career Development Program in the Philippines (Clemeña, 2010). Super's theory posits the implication of an individual's different life stages for making choices in relation to career. Hence, he recognized that career choice is a dynamic process where career development was viewed as an evolving process of life (Patton & McMahon, 2006).

According to Super (1957), the life stages of growth and exploration are inherent to the process of acquiring self-information of how one's interests and abilities align with the requirements of occupations. In the age of 0 – 14 years, the growth stage begins as individuals develop attributes such as abilities, personality traits, values, self-esteem, and self-efficacy that are vocationally relevant to the individual. This sense of self-information and career awareness is strengthened in adolescence through exploration. During the exploratory stage, ages ranging from 15 – 24 years old, individuals begin to strengthen career identity through examining self. The person considers his or her interests,

needs, capacities, and values in making career decisions. These career choices then experimented and explored by individual by investigating careers, engaging in educational training and apprenticeships, and other work-related experiences provided by his or her environment. Moreover, the growth and exploration stage is the common age range where grade 10 students prepare for career choice for high school and higher education. This means that these are the critical stages in developing career readiness for making appropriate career decisions that definitely determines later career success.

In response to the need for career readiness, the academic institutions provide career development program. In this manner, national standards for school career development were developed to provide students with necessary skills, attitudes, and knowledge to enable to move successfully from school to the world of work, and from job to job across the life span. Furthermore, these standards guide the academic institutions to provide career related activities for students with the goal of developing specific competencies to become career ready. Hence, throughout the stages of development the five competencies must be developed. These include developing career awareness and employment readiness, acquiring career information and identifying goals, and acquiring knowledge to achieve career goals. Moreover, it is assumed in this study that if the students' views regarding choosing a career were influenced by the career development program and they had developed competencies, the level of their career readiness is positively influenced.

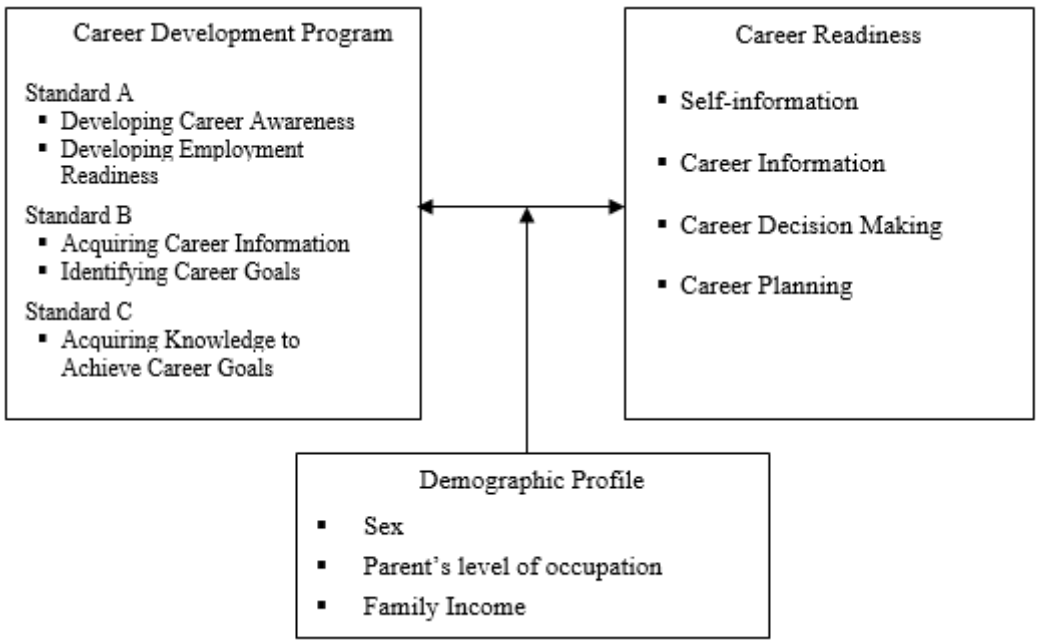

FIGURE 1.*A Schematic Presentation Showing the Relationship of the Variables in the Study*

The conceptual framework of the study presents the independent variable which is the career development program adapted from the Model for National Standards for School Career Development Program in the Philippines (Clemeña, 2010), measured through the standards that contains different competencies. Standard A with competencies on developing career awareness, and employment readiness; Standard B with competencies on acquiring career information and identifying career goals; and Standard C with competency on acquiring knowledge to achieve career goals. This is assumed to correlate with career readiness, the dependent variable which is measured through these indicators: self-information, career information, career decision making, and career planning. Sex, parents' level of occupation and family income are the moderating variables which were hypothesized to be influential to the career development program and career readiness of students.

3 METHODOLOGICAL PROCEDURES

This chapter presented the design, respondents, data collection procedure, and data analysis.

3.1 Research Design

The study used descriptive-correlational research design. Correlation research employs survey method which attempts to find relationships between the characteristics of the respondents and their reported behaviors and opinions using reported questionnaires (Cherry, 2010).

3.2 Respondents

The respondents of this study were the 127 grade 10 students enrolled at the private institution. The sample comprised the total population of all grade 10 enrolled in the academic year.

3.3 Data Gathering Procedure

Approval from the private institution's principal was sought beforehand before conducting the study. The researcher administered the survey questionnaires to the respondents of the investigation in coordination with the school guidance counselor. Two sets of survey instruments were used for data collection: 1.) The Career Development Program Student Inventory (CDPSI), a 25-item inventory devised by the researcher adapted from Clemeña's (2010) model of National Standards for School Counseling Programs in the Philippines and 2.) Career Readiness Questionnaire (CRQ) an adaptation from the Career Development Questionnaire of Langley, du Toit, and Herbst (1992; cited in Mubiana, 2010). During the conduct of the study, the researcher explained to the respondents the purpose, benefits, risks, and usage of the data gathered before fully participating and signing the informed consent and assent form. A separate form was also given and explained to the guardians of the respondents for the informed assent. After the questionnaires were completely answered, all data were collected, checked and profiled. The results were collated and subjected to statistical treatment in order to answer the questions posed in the statement of the problem.

3.4 Data Analysis

The following statistical tools were used to analyze the quantitative data of the study and to find the answers of the research problems: frequency, mean, percentage, Analysis of Variance, T-test and Pearson r.

4 RESULTS AND DISCUSSION

4.1 Demographic Profile

The first sub-problem of the study was to establish the demographic profile of the grade 10 students in terms of sex, parents' level of occupation and family income. The data revealed that majority of the respondents were male (55.1%) with mothers who are semi-professionals (42.5%) and fathers who are professionals (52.8%), and have a family income ranging between Php 31,560 to Php 78,900 (25.2%). This implies that both parents of the respondents engaged in occupations with medium level of responsibilities such as supervisory position, staff in a department or owned a business. This also indicates that a large number of the respondents belong to the middle income class category.

4.2 Extent of Career Development Program

Shown in Table 1, the extent to which the career development program has developed competencies of students is High with an overall mean score of 4.09. This implies that the school was able to help the students develop competencies through their participation in career activities anchored on the three standards of career development.

Table1. *Extent of the Career Development Program in Developing Competencies*

Indicators	Mean	Interpretation
Standard A		
Developing Career Awareness	4.19	High
Developing Employment Readiness	4.01	High
Standard B		
Acquiring Career Information	3.96	High
Identifying Career Goals	4.10	High
Standard C		
Acquiring Knowledge to Achieve Career Goals	4.15	High
Overall rating for Career Development Program	4.09	High

4.3 Level of Career Readiness

The level of career readiness of the respondents obtained an overall rating of 3.28 is presented in Table 2, which was also qualitatively described as High and denotes that the students have a high sense of readiness for career related challenges and decisions.

Table 2. *Level of Career Readiness of Grade 10 Students*

Indicators	Mean	Interpretation
Self-Information	3.45	High
Career Information	3.19	High
Career Decision Making	3.21	High
Career Planning	3.28	High
Overall rating for Career Readiness	3.28	High

4.4 Significant Difference in the Extent of Career Development Program when grouped according to profile

Using the Analysis of Variance, the difference on the extent to which the career development program has developed competencies when students are grouped according to profile is shown in Table 3. The results revealed that when analyzed according to sex the obtained the *p*-value of 0.051 (t = -1.97) which was described as *Not Significant*; when grouped according to parent's level of occupation, both mother's level of occupation (f = 1.31, *p*-value of 0.258) and father's level of occupation (f = 1.98, *p*-value of 0.063) indicated *Not Significant*; and when analyzed according to family income, the *p*-value obtained was 0.068 (f = 2.021) which also disclosed a *Not Significant* result, therefore the null hypothesis was accepted.

Table 3. *Significant Differences on the Extent to which the Career Development Program has Developed Competencies of Students when Grouped According to Demographic Profile*

Profile Variables	Mean	Test Statistic	*p*-Value	Decision	Interpretation
Sex					
Male	4.01	t = -1.97	0.051	Accept Ho_1	NS
Female	4.18				
Mother's Occupation	4.04	f = 1.31	0.258	Accept Ho_1	NS
Unskilled	4.20				
Skilled	3.84				
Semiprofessional	4.12				
Professional	4.19				
Managerial	3.92				
Unemployed	4.35				
Deceased					
Father's Occupation					
Unskilled	4.14	f = 1.98	0.063	Accept Ho_1	NS
semiskilled	3.28				
Skilled	3.89				
Semiprofessional	3.73				
Professional	4.14				
Managerial	4.20				
Unemployed	3.50				
Deceased	3.87				
Family Income					
Less than Php 7,890 (*Poor*)	3.76	f = 2.021	0.068	Accept Ho_1	NS
Between Php 7890 to Php 15,780 (*Low income*)	4.14				
Between Php 15,780 to Php 31,560 (*Lower middle income*)	4.14				
Between Php 31,560 to Php 78,900 (*Middle class*)	4.07				
Between Php 78,900 to Php 118,350 (*Upper middle*)	4.20				
Between Php 118,350 to Php157,800 (*Upper income*)	4.03				
Above Php 157,800 (*Rich*)	4.32				

Results in Table 3 indicates that sex, parent's level of occupation and family income do not influence the development of competencies of students. This finding affirms the study of Weber (2012) on gender differences when she reported that generally there is no significant difference in males and females' participation in career activities. In terms of parents' level of occupation, the occupation of the mother and father does not influence a child's development of career competencies. This is contrary to Udoh and Sanni's (2012) finding that parent's level of occupation significantly influences the career constructs of their children as well as their participation in career activities in school. Simpson (as cited in Lankard, 1995) stressed that parent's occupation and education are the most influential which is often exerted through their interest in schoolwork and aspirations for their child's educational achievement. Similarly, family income does not influence the extent of career development program in developing competencies of students as a result of their participation in it, although research shows that students with low family income or low socio-economic status engaged in less deliberate career development activities, receive less guidance in school and from home regarding career (Blustein et al., 2002).

4.5 Significant Difference in Students Career Readiness when grouped according to profile

The students' career readiness when analyzed according to sex (t = 1.15, p-value of 0.28) and parent's level of occupation: both mother's level of occupation (f = 0.83, p-value of 0.546) and father's level of occupation (f = 1.13, p-value of 0.347) revealed no significant result (shown in Table

4). This means that the high level of career readiness obtained by the respondents was not correlated to sex. This is contrary to the findings of Miller (as cited in Hughes & Karp, 2004) saying that sex is one of the internal determinants which correlates with career readiness along with age, school grade, mental intelligence, language, personal maturity and self-concept and locus of control.

Table 4.*Significant Differences on the Level of Career Readiness when Grouped According to Demographic Profile*

Profile Variables	Mean	Test Statistic	*p*-Value	Decision	Interpretation
Sex					
Male	3.25	t = 1.15	0.286	Accept Ho_2	NS
Female	3.33				
Mother's Occupation	3.26	f = 0.83	0.546	Accept Ho_2	NS
Unskilled	3.70				
Skilled	3.07				
Semiprofessional	3.28				
Professional	3.33				
Managerial	3.23				
Unemployed	3.49				
Deceased					
Father's Occupation					
Unskilled	3.43	f = 1.13	0.347	Accept Ho_2	NS
semiskilled	3.05				
Skilled	3.05				
Semiprofessional	2.99				
Professional	3.29				
Managerial	3.31				
Unemployed	3.05				
Deceased	3.29				
Family Income					
Less than Php 7,890 (*Poor*)	3.18	f = 2.18	0.049	Reject Ho_2	S
Between Php 7890 to Php 15,780 (*Low income*)	3.09				
Between Php 15,780 to Php 31,560 (*Lower middle income*)	3.30				
Between Php 31,560 to Php 78,900 (*Middle class*)	3.35				
Between Php 78,900 to Php 118,350 (*Upper middle*)	3.47				
Between Php 118,350 to Php157,800 (*Upper income*)	3.04				
Above Php 157,800 (*Rich*)	3.41				

In terms of parent's level of occupation, the result was in contrary to the social learning and modeling theories perspective which emphasized that parent's educational attainments and occupational experiences illustrate the relationship with children's later career decision (Baruch, 2013). This not significant finding may have been influenced by the occupation of parents who are mostly professionals such as those handling supervisory position, staff in a department or owning a business. With the nature of their work, they might have less time to discuss with their children career related matters. According to Lankard (1995), such family processes of interaction and behavior influence what the child learns about work and work experiences, and later career aspirations.

Tables 4 also shows the significant differences in the level of career readiness of students when analyzed according to family income (f = 2.18, p-value of 0.049). The result implies that parents who have high income can better provide resources to acquire educational materials for their children and discuss job opportunities with them. As elaborated in the study of Blustein et al., (2002), students with high socio-economic status have a much more systematic approach to career exploration than those from low socio-economic status which made it easier for them to make career decision. The high socio-economic status groups are much more likely to conduct future-oriented career planning

or at least saw it as an important aspect of their career development compared to low socio-economic status group. Therefore, the hypothesis stating there is no significant difference in the level of career readiness when grouped according to profile (sex and parent's level of occupation) was accepted; except, when analyzed according to family income was rejected.

Using the Least Significant Difference (LSD) which uses t-tests to perform pairwise comparisons between group means, post hoc analysis was performed and shown in Table 5. Results show the mean difference in career readiness among students of various family incomes: poor respondents significantly differ from upper middle (-.29211); low income students significantly differ from middle class (-.26129), upper middle (-.37858) and rich (-32305); and upper middle respondents significantly differ from upper income (.42117). This indicates that the higher the family income the higher the level of career readiness of the respondents.

Table 5.*Significant Differences of Career Readincess when grouped according to Family Income*

Profile Variables		Mean Difference	Sig.	Interpretation
Less than Php 7,890 (*Poor*)	Between Php 7890 to Php 15,780	.08647	.505	NS
	Between Php 15,780 to Php 31,560	-.12294	.277	NS
	Between Php 31,560 to Php 78,900	-.17482	.125	NS
	Between Php 78,900 to Php 118,350	-.29211*	.042	S
	Between Php 118,350 to Php157,800	.12906	.502	NS
	Above Php 157,800	-.23658	.107	NS
Between Php 7890 to Php 15,780 (*Low income*)	Between Php 15,780 to Php 31,560	-.20941	.065	NS
	Between Php 31,560 to Php 78,900	-.26129*	.023	S
	Between Php 78,900 to Php 118,350	-.37858*	.009	S
	Between Php 118,350 to Php157,800	.04259	.825	NS
	Above Php 157,800	-.32305*	.029	S
Between Php 15,780 to Php 31,560 (*Lower middle income*)	Between Php 31,560 to Php 78,900	-.05187	.580	NS
	Between Php 78,900 to Php 118,350	-.16917	.186	NS
	Between Php 118,350 to Php157,800	.25200	.166	NS
	Above Php 157,800	-.11364	.388	NS
Between Php 31,560 to Php 78,900 (*Middle class*)	Between Php 78,900 to Php 118,350	-.11729	.360	NS
	Between Php 118,350 to Php157,800	.30387	.096	NS
	Above Php 157,800	-.06176	.640	NS
Between Php 78,900 to Php 118,350 (*Upper middle*)	Between Php 118,350 to Php157,800	.42117*	.038	S
	Above Php 157,800	.05553	.725	NS
Between Php 118,350 to Php157,800 (*Upper income*)	Above Php 157,800 *(Rich)*	-.36564	.075	NS

4.6 Significant Relationship Between Career Development Program and Career Readiness

Using Pearson *r* the relationship between the extent to which the career development program has developed competencies and the level of career readiness revealed the overall *r*-value of 0.413 which posits that there is a substantial relationship between the variables in the study (presented in Table 6). Thus the null hypothesis was rejected since the *p*-value (0.000) obtained was significant, lesser than the level of significance of 0.00.

This result affirms the report of Toepfer (as cited in Bholanath, 2004) that through career programs children in their early grades in high school were helped to understand the changing circumstances that face them in trying to achieve the work ethic. Also, Blonath (2004) reported the effect of career guidance on grade 9 learners' readiness to make career choices. The same result supports findings of Visher, Bhandari, and Medrich (2004) who reported that students who

participated in career development programs were more likely to graduate from high school and later were more likely to go to college or attend two-year schools.

Further, Table 6 also shows the relationship of the following indicators: competencies in Standard A have a significant relationship with all career readiness indicators. This denotes that as students acquire competencies in developing career awareness and developing employment readiness, the level of career readiness significantly increases also. Nevertheless, the result was different on the competencies in Standard B; acquiring career information significantly correlates with self-information, career information and career planning; while identifying career goals has significant relationship to self-information only. Also, competency in Standard C significantly correlates with self-information, career information, and career planning.

Table 6. *Significant Relationship between the Extent to which the Career Development Program has Developed Competencies and Level of Career Readiness*

Variables		*r*-value	*p*-value	Decision	Interpretation
Standard A					
Developing Career Awareness	Self-information	0.388	0.000	Reject Ho_3	S
	Career Information	0.330	0.000	Reject Ho_3	S
	Career Decision Making	0.241	0.006	Reject Ho_3	S
	Career Planning	0.359	0.000	Reject Ho_3	S
Developing Employment Readiness	Self-information	0.299	0.001	Reject Ho_3	S
	Career Information	0.288	0.001	Reject Ho_3	S
	Career Decision Making	0.235	0.008	Reject Ho_3	S
	Career Planning	0.373	0.000	Reject Ho_3	S
Standard B					
Acquiring Career Information	Self-information	0.204	0.021	Reject Ho_3	S
	Career Information	0.425	0.000	Reject Ho_3	S
	Career Decision Making	0.133	0.135	Accept Ho_3	NS
	Career Planning	0.317	0.000	Reject Ho_3	S
Identifying Career Goals	Self-information	-0.209	0.033	Reject Ho_3	S
	Career Information	-0.097	0.329	Accept Ho_3	NS
	Career Decision Making	-0.106	0.284	Accept Ho_3	NS
	Career Planning	-0.117	0.235	Accept Ho_3	NS
Standard C					
Acquiring Knowledge to Achieve Career Goals	Self-information	0.358	0.000	Reject Ho_3	S
	Career Information	0.327	0.000	Reject Ho_3	S
	Career Decision Making	0.169	0.058	Accept Ho_3	NS
	Career Planning	0.327	0.000	Reject Ho_3	S
Overall Career development	Career Readiness	0.413	0.000	Reject Ho_3	S

*Significant at the 0.05 level.

4.7 Proposed Areas of Enhancement to the Institution's Career Development Program

Based on the findings of this study, the areas for enhancement for the existing career development program were as follows: 1.) the extent to which the career development program has developed competencies in terms of acquiring career information obtained the lowest mean while career information as an indicator of career readiness also obtained the lowest rating; 2.) the level of career readiness was influenced by family income; and 3.) there is no significant correlation between the extent to which the career development program has developed competencies in acquiring career information (Standard B) and acquiring knowledge to achieve career goals (Standard C) and the level of career readiness in terms of career decision making. In the same manner, identifying career goals as a competency in Standard B is not significantly correlated with career information, career decision making and career planning. Furthermore, these implies that the extent of career activities focusing on the development of career competencies and its' influence to career readiness have been portrayed as a hit and miss situation.

The enhancement to the career development program was anchored on the national standards for career development of Clemeña (2010). This would help students to acquire the skills, attitudes, and knowledge needed to make effective career decisions. Also, this would provide avenue to explore their career options especially in choosing career tracks for senior high school and other career transitions across the life span (Clemeña, 2010). The activities proposed for enhancement were in response to the increasing needs of the 21st century learners and ongoing implementation of K to 12 Program in the Philippine education. The program is designed for grade seven (7) to grade ten (10) students. Moreover, the proposed enhancements were as follows:

1. The existing career development program lacks career assessment for grades 7 and 8 students. The information obtained from these tests would help determine the strengths and capacities of students and provides opportunities to identify adaptive and maladaptive cognitions and behaviors towards study that would later result to informed decision making. Specifically, the following tests were added: *Learning Styles Inventory and Multiple Intelligences Test* for grade 7 students and *Motivation and Engagement Scale for High School* for grade 8 students.

2. Homeroom Guidance is one of the primary activities of the existing career development program. To strengthen the development of these competencies, homeroom guidance modules may focus on: *Self-awareness and Setting Goals* and *Priorities* for grade 7, *Discovering One's Personality* and *Perseverance* for grade 8, *Career Decision Making* and *Preparation for Higher Studies* for grade 9, and *Personality and Careers* and *Test Taking Strategies and Application Proc*edures for grade 10.

3. Limited Career fair activities were provided in the existing career development program. Thus the proposed activities in this area includes: career sessions, financial aid awareness seminar, mentoring, job-shadowing and workplace tours. These activities targets all the career competencies a student may develop, specifically in obtaining information on the similarities and differences among career options, working requirements of various jobs and corresponding career possibilities.

4. There is a need for school counselors to be proactive in working with all family income levels of students to aid them in their career readiness. Interventions such as individual or group career counseling is an effective way to reach multiple and diverse students (Hoffman, 2007). In this way, students may gain insight into their own lives by participating in a group with their peers (Veach & Gladding, 2007). With the existing career development program, strengthening the implementation would be one of the best efforts school counselors could take. Although caution needs to be used when targeting low income students in the school setting. Students may be sensitive about their family income and efforts should be taken to maintain confidentiality when targeting this population. Moreover, research resources such as books, magazines and other educational materials should also be accessible to aid career information for all students.

5 CONCLUSION

This study concluded that the existing career development program had developed career competencies of the grade 10 students as a result of their participation in the extensive career development program provided by the private institution. Through the career development program, grade 10 students experimented, explored and investigated careers, engaged in educational training and apprenticeships, and other work-related experiences. Students who developed career competencies increased self and career explorations skills, knowledge on career options and career

path in making career decisions and in career planning thus helped them to have a high sense of career readiness. The findings of the study affirms the theoretical assumption of Super (1957) that students undergo the stages of growth and exploration where they explore and investigate career through the opportunities provided by their environment which helped them to consider interests, needs, capacities, and values in making career decisions. Further, in the development of career readiness, other factors may intervene such as family income; where the higher the students' family income, the higher the level of their career readiness.

In the context of the present K to 12 Curriculum, the grade 10 students of this institution are highly prepared in terms of choosing career track for senior high school as evidenced by the substantial correlation between the extent to which the career development program has developed career competencies and the level of career readiness of students.

6 RECOMMENDATIONS

Based on the findings of the study, the following recommendations were suggested: 1.) The guidance counselor and career advocates of the private institution may implement the proposed enhancement for the school career development program. The enhancement proposed to the existing career program was anchored on the national standards for career development in the Philippines. At the same time, school counselors need to be proactive working with students in all family income brackets to aid their career readiness. 2.) Replication of the study with larger and more diverse samples may be conducted. This may determine the extent of the career development program in developing competencies of students in other private religious institutions or public secondary schools in Davao del Sur. Future research may focus on: factors such as intelligence, achievements, interest and personal skills to find out its' influence on the career readiness of the students; and utilization of all competencies of the national standards for career development in determining the extent of career development program.

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