



Tracking Self-Efficacy And Career Readiness Of Junior High: Adoptive Career Development Plan

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ABSTRACT

This research tracked the self-efficacy and career readiness of grade 10 students of Toledo City Division during the school year 2017-2018 as a basis for a proposed adoptive career development plan. The study used the cumulative method and questionnaire as the main tool in gathering data. The socio-demographic profile of the learners such as age, gender, birth order, combined family income, parents' highest educational attainment, the occupational field of interest and perception on a career helping profession, and self-efficacy and career readiness were the factors considered affecting learners' career inclination. Students' profiles for socio-demographic profile and standardized questionnaire for self-concept and career readiness were answered through Google form by the 2604 grade 10 students from the 12 Public National High Schools of Toledo City Division. Among the identified profile, self-efficacy and career readiness to the learners' career interest, self-efficacy, and career readiness were found out to be the influencing variables that affected the grade 10 in their career choice. Toledo City Division career helping professionals should create an adaptive career career guidance program among the grade 10 students that would formally introduce them to the senior high school program. Implement activities for personal development, career exploration, career decision, and career options purposes. It is recommended that the proposed development plan for grade 10 be adopted.

Keywords: Tracking Self-efficacy Career readiness Adoptive Career Development Plan

1. INTRODUCTION

Many careers helping professionals in the Philippines have encountered learners who were confused about their career direction and needed considerable career guidance through the exploration process. Lent, Brown, & Hackett, (2007) mentioned that some of these learners seem to lack the confidence to make career decisions, and this

lack of efficacy must therefore be addressed. Self-efficacy beliefs were one of the crucial determinants of individuals' occupational interests and actualized career choices. Many of our learners do not understand the content of these different senior high tracks and strands as they had not been formally introduced to it at a junior secondary level. Learners when asked, do not have an idea of what career tracks suited to their interest. The learner cannot make a career choice because they don't know what to do. That is like an insurmountable task for junior high school students to do. The researcher sought to study the self-efficacy and career readiness of the grade 10 learners of the Division of Toledo City. This research intends to assist the learners for them to turn out ready for senior high school. It was under this premise that the proposed study was based.

The basic principle behind self-efficacy theory was that individuals were more likely to engage in activities for which they had high self-efficacy and less likely to engage in those they do not as cited by Van der Bijl & Shortridge-Baggett, (2002). According to Gecas (2004), Self-efficacy influences students' ability to learn, their motivation, and their performance, as people will often attempt to learn and perform only those tasks for which they believe they will be successful as cited by Luneburg, (2011).

The K 12 curriculum is more than just adding years to learners, rather it offers opportunities for Filipino learners. With the adaptation of the K 12 scheme, learners will be more equipped to deal with a much higher level of learning as they enter postsecondary education, learners will be equipped with skills that will make them good at a certain field, give learners enough time to master a field and enhance their skills in the end. K 12 graduates will become globally competitive and are set to obtain a spot in the stiff labor market. k12philippines.com

The researcher believed that with high self-efficacy plus career readiness, learners will be more inclined to take on a task they believe they can succeed. Bandura (1995) explains as cited by Lumnburg, (2007) that it refers to beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations. More simply, self-efficacy is what an individual believes he or she can accomplish using his or her skills under certain circumstances as cited by Snyder & Lopez, (2007).

Learners generally avoid tasks where their self-efficacy is low but engage when it is high. Significantly higher self-efficacy leads to the ability to grow and expand skills. Significantly low self-efficacy leads to an inability to grow and expand skills. Optimum levels of self-efficacy were a little above ability, which encourages learners to tackle challenging tasks and gain valuable experience. In this line of thought, the researcher further believes, that students increase knowledge and awareness of the variety of careers, which will significantly increase their self-efficacy.

On the other hand, the variable of career readiness is critical to senior high school educational planning. It is believed that for one to develop aspiration, one

needs to have some understanding of occupational information and self-awareness (interests, values, abilities, etc.). Bholanath, (2004) revealed that understanding gives way to broad career possibilities and opportunities, the purpose of school, and the development of a career plan. Without this understanding, one may lack the maturity to progress to the next development stage and/or succumb to internal and external negative impediments to post-secondary aspiration.

The learners' socio-demographic profile like age and gender, birth order, combined family income, parents' highest educational attainment, and the learners' occupational field of interest were believed to be probable factors affecting learners' self-efficacy and career readiness. Furthermore, the learners' perception of a career helping professional in schools like the principal, guidance counselor, and teachers also played a vital role in the learners' self-efficacy and career readiness.

The strategic goals of the Department of Education in the Philippines were geared towards the attainment of its Vision, Mission, and Goals. As stated in Republic Act 10533, DepEd commits itself to mold globally competitive and morally upright Filipinos who passionately love their country and contribute meaningfully to building a nation. Luistro, (2016) declares that the quality basic education, therefore must be effective, efficient, and collaborative in terms of accessibility and inclusivity, expected to attain these goals and that learners enable to access programs responsive to their needs and consistent with their interests and aptitudes.

The researcher saw this insurmountable task for the grade 10 students in terms of choosing a career in the effect of the adaptation and implementation of the K-12 curriculum. The researchers were further dedicated to helping alleviate the concurrent situation through a development plan.

2. METHODS

Research Design

This study used the cumulative method of research which adapts Google form to determine the learners' socio-demographic profile namely; age, gender, birth order, combined family income, parents' highest educational attainment, learners' occupational field of interest, and learners' perception to a career helping professionals and standard questionnaires on self-efficacy and career readiness as the main tools for gathering data.

Research Respondents

The study was conducted with two thousand six hundred seventy-nine (2,679) grade 10 students from the twelve (12) public national high schools of Toledo City Division. The schools that participated were: Awihao National High School, Bato National High School, Bunga National High School, Cantabaco National High School, Don Andres Soriano National High School, Gen. Climaco National High School, Luray II National High School, Magdugo National High School, Matabang National High School, Media

Once National High School, Toledo City Science High School, and Toledo National Vocational School.

Data Collection Tools

The researcher used the following instruments for the study, a Google online form with multiple choice in determining the socio-demographic profile of the learners and the Likert Scale which allow the learners to answer the question by choosing options from numbers 1 to 5, with 5 being 'strongly agree' and 1 being 'strongly disagree' was constructed by the researcher for the grade 10 students.

Part I dealt with the socio-demographic profile which consisted of age, gender, birth order, combined family income, parents' highest educational attainment, and perception of a career helping profession. The second part dealt with students' level of self-efficacy and career readiness and the last part was the correlation between identified profile and self-efficacy and career readiness of the grade 10 learners. The questions were carefully selected from the career development questionnaire to answer the specific questions that the researcher had formulated.

The online Google form with multiple choice and a few questions with Likert scale was presented to the adviser for comments, corrections, modifications, and suggestions on the content. This measured its content validity. All the suggestions were incorporated to improve the questionnaire.

3. RESULTS

Table 1 Socio-Demographic Profile of Grade 10 Learners of Toledo City Division

Profile	Category	f	%
Age	13 and below	11	0.4
	14 - 16	2158	82
	17 - 19	418	16
	20 - 22	13	0.4
	23 and above	4	0.1
Gender	Male	1192	46
	Female	1412	54
Birth Order	First born	686	26
	Middle Children	1375	53
	Last born	317	12
	Only Child	226	9

Combined	P1,000 and below	377		14
Family	P1,001 - P5,000	1141		44
Income	P5,001 - P10,000		367	14
	P10,001 - 15,000	271		10
	P15,001 - 20,000	171		7
	P20,001 and above	277		11
	Parents' Educational Attainment	Some Elementary	854	
	Elementary Graduate	638		25
	Some High School	597	23	
	High School Graduate	1402		54
	Vocational Course	372		14
	Some College	1048		40
	College Graduate	164		6
	Graduate School	133		5

Table 2 Students' Perception on Career Helping Professional

Indicators	WM	DE
Create an understanding of doubt and how it impacts the decision to prepare for senior high school	4.24	SA
Help all learners develop their understanding of different career tracks and strands in senior high school.	4.26	SA
Help learners describe possible careers within a career cluster of interest.	4.15	A
Assisting all learners in choosing a career according to the occupational field of interest.	4.13	A
Starting new programs to help all learners obtain knowledge about senior high school and post-secondary careers.	4.22	SA
Help them associate personal values with different careers and rank careers according to alignment with personal values.		4.22
SA		

Provide a copy of the NCAE result to the learners and interpret the result. 4.21
SA

Assist learners to select one career possibility and identify the needed postsecondary path and credentials. 4.22 SA

Factor Average 4.21 SA

Legend: SA - Strongly Agree (4.21 - 5.00)
A - Agree (3.41 - 4.20)
U - Unsure (2.61 - 3.40)
D - Disagree (1.81 - 2.60)
SD - Strongly Disagree (1.00 - 1.80)
WM - Weighted Mean
DE - Descriptive

Table 3 Students' Level of Self-efficacy

Indicators	WM	DE
I will be able to achieve most of the goals that I have set for myself. 4.36 SA		
When facing difficult tasks, I am certain that I will accomplish them. 4.35 A		
In general, I think I can obtain outcomes that are important to me. 4.15 A		
I believe I can succeed at most any endeavor to which I set my mind. A	4.14	
I will be able to successfully overcome many challenges. SA		4.24
I am confident that I can perform effectively on many different tasks. A		4.02

Compared to other people, I can do most tasks very well.

4.09 A

Even when things are tough, I can perform quite well.

4.33

A

Factor Average

4.21

A

Legend: SA - Strongly Agree (4.21 - 5.00)

A - Agree (3.41 - 4.20)

U - Unsure (2.61 - 3.40)

D - Disagree (1.81 - 2.60)

SD - Strongly Disagree (1.00 - 1.80)

WM - Weighted Mean

DE - Descriptive

Table 4 Students' Level of Career Readiness in terms of their Self-Information

Indicators	WM	DE
I need more than a high school level education. SA	4.36	
I can proceed to further my studies after high school. SA	4.33	
I feel good about my future.	4.15	A
I feel I am a person of worth, the equal of other people. A	4.13	
I am capable to do things as well as most other people. SA	4.22	
On the whole, I am satisfied with myself. SA	4.29	
Factor Average		4.25

SA

Legend: SA - Strongly Agree (4.21 - 5.00)

A - Agree (3.41 - 4.20)

U - Unsure (2.61 - 3.40)
D - Disagree (1.81 - 2.60)
SD - Strongly Disagree (1.00 - 1.80)
WM - Weighted Mean
DE - Descriptive

Table 5 Students' Level of Career Readiness in terms of their Decision Making

Indicators	WM	DE
Deciding about my future is very important to me. 4.36 SA		
I love school and want to continue.	4.33	SA
My interests change all the time. A		4.15
I find it hard to make up my mind about important matters. A		4.13
Factor Average SA		4.21

Legend: SA - Strongly Agree (4.21 - 5.00)
A - Agree (3.41 - 4.20)
U - Unsure (2.61 - 3.40)
D - Disagree (1.81 - 2.60)
SD - Strongly Disagree (1.00 - 1.80)
WM - Weighted Mean
DE - Descriptive

Table 6 Students' Level of Career Readiness in terms of their Career Information

Indicators	WM	DE
I have gathered information on jobs and careers that may be of interest to me after high school. SA		4.36
I have already spoken to people in my chosen career field. 4.33 SA		
Factor Average SA		4.35
<hr/>		
Legend:		
SA - Strongly Agree	(4.21 - 5.00)	
A - Agree	(3.41 - 4.20)	
U - Unsure	(2.61 - 3.40)	
D - Disagree	(1.81 - 2.60)	
SD - Strongly Disagree	(1.00 - 1.80)	
WM - Weighted Mean		
DE - Descriptive		

Table 7 Students' Level of Career Readiness in terms of their Career Planning

Indicators	WM	DE
I think a great deal about what I will be doing after high school. SA		4.48
I want a good job when I finish high school. SA		4.29
I have looked into the education needed for at least one career field.	4.10	A

I know what subjects I need to take to reach my career goal. A	4.16
I have already started making plans to reach my goals. SA	4.34
Factor Average SA	4.27

Legend:	SA – Strongly Agree	(4.21 – 5.00)
	A – Agree	(3.41 – 4.20)
	U – Unsure	(2.61 – 3.40)
	D – Disagree	(1.81 – 2.60)
	SD – Strongly Disagree	(1.00 – 1.80)
	WM – Weighted Mean	
	DE – Descriptive	

4.1 DISCUSSION

The students' perception of careers helping professionals revealed that students strongly agree with the indicators. It is evident with the average of the factors of 4.21. Students strongly agree that they received help from their career helping professionals as regards developing their understanding of different career tracks and strands in senior high school. Furthermore, students strongly agree that the career helping profession in school creates for them an understanding of doubt and how it impacts the decision to prepare for senior high school.

The students believed in their ability to succeed in specific situations or able to accomplish a task. Bandura as cited by Ormrod, (2008) stated that one's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges. It is supported with the factor average of 4.21 which proved that students strongly agree with the indicators. MG Lavasani, (2010) mentioned that self-efficacy exerted a direct positive influence on task, value, mastery goals, performance. One's belief in the likelihood of goal completion can be motivating in itself. Self-efficacy refers to people's judgment about their capability to perform particular tasks. Task-related self-efficacy increases the effort and persistence towards challenging tasks; therefore, increasing the likelihood that they will be completed as cited by Parker, (2003).

In the students' level of career readiness in terms of their self-information, the result showed that the students strongly agree with a factor average of 4.25 which projects the level of career readiness of the grade 10 students in terms of their self-information. The students strongly agree with the thought they need more than a high school level education. Every student has meaningful opportunities to choose from upon moving up from junior high school. But while the schools have developed

and implemented standards as required under the elementary and junior high schools in many cases these standards do not reflect the knowledge and skills needed for success after high school, either in further education or in a job.

The students strongly agree with the identified indicators of the level of career readiness in terms of their decision-making. The result revealed that the students strongly agree with a factor average of 4.21 that marks the level of career readiness of the grade 10 students in terms of their decision making. Learners express strongly agree in deciding about their future and they consider it as paramount importance. Making career decisions is a lifelong process. It is all about exploring and experiencing the world of work. It is also about understanding abilities, interests, skills, and values and combining these to create a meaningful framework for life. Source: IPCU.GCIC.Edu-career MAIN.

The result revealed that the learners strongly agree with a factor average of 4.35 that scripts the level of career readiness of the grade 10 students in terms of their career information. Students strongly agree that they have gathered information on jobs and careers that may be of interest to them after high school. Learners must consider what is important to them. We all have different values, needs, and motivations, and it is very important to carefully consider one's values and needs when planning a career direction and developing one's career strategy.

The students' level of career readiness in terms of their career planning revealed that students strongly agree with the indicators. It is supported with a factor average of 4.27 which depicts the level of career readiness of the grade 10 students in terms of their career planning. Students already thought of a great deal about what they will be doing after high school. Many career paths can lead to a happy life. College, vocational programs, and the military were just a few of the possibilities.

The students strongly agree that they have already started making plans to reach their goals. Learners should take each of their goals and write down the list of steps under each of them that they will need to take to make the goal happen. The more individual steps they can map out, the easier it will be for them to reach their goal. The steps should be practical tasks that will lead learners to achieve the goal. www.info.com

4.2 CONCLUSION

There is no significant correlation between the socio-demographic profile of the students such as age, gender, birth order, combined family income parent's highest educational attainment, the occupational field of interest, and perception on a career helping professional and self-efficacy and career readiness, thus, socio-demographic profile of the students does not affect the self-efficacy and career readiness of the grade 10 students. Hence, there is a moderate correlation, relationship substantial on career help professional and self-efficacy, while self-efficacy and career readiness show a strong correlation. The study also implies that school career helping professionals like teachers, class advisers, guidance designates, guidance counselors,

and school heads play a significant and crucial role in career choice, career information, career guidance, career path, and career planning of every learner in school. a career helping profession can also help the students to improve their self-efficacy, feel valued, inspired, and have a sense of belonging, development of academic, life, and career skills so that each learner have the aspirations for success resulting in senior high school and postsecondary readiness.

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3384 | Margarito Balag Callao Tracking Self-Efficacy And Career Readiness
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