



# Career Readiness Of The Junior High

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## ABSTRACT

This research determined the career readiness of the grade 10 students of Cebu Province Division during the school year 2019-2020 as a basis for a proposed adoptive career development plan. The research used the descriptive method and utilized the questionnaire as the main tool in gathering data. The research included the students' perception of a career helping profession and career readiness were the factors considered affecting students' career inclination. Students' personal information for socio-demographic profile and standardized questionnaire for self-concept and career readiness were answered by the 3,074 grade 10 students of 26 selected Public National High Schools of Cebu Province Division, namely: Aloguinsan, Balamban, Asturias, Tabuelan, San Remegio, Tabogon, Sogod, Catmon, Carmen, Liloan, Sibonga, Argao, Dalaguete, Alcoy, Boljoon, Oslob, Santander, Samboan, Ginatilan, Malabuyoc, Alegria, Moalboal, Alcantara, Ronda, Dumanjug, and Barili. Among the identified profile and career readiness, it is career readiness was found out to be the influencing variables that affected the grade 10 students in their career choice. Cebu Province Division career helping professionals should create an adaptive career guidance program among the grade 10 students that would formally introduce them to a senior high school program. Implement activities for personal development, career exploration, career decision, and career options purposes.

**Keywords:** Career readiness Junior High Adoptive career Development plan Career helping profession

## 1. INTRODUCTION

Senior High School Grades 11 and 12 were on its full implementation globally, and it started in the Philippines last School Year 2016-2017. Many of our students 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. When the students were asked, they do not have an idea of what career tracks suited to their interests.

The students cannot make a career choice because they don't know what to do. It seems like an insurmountable task for junior high school students to do.

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

As mentioned by Marceau & Gingras, (2012), career exploration is important during 10<sup>th</sup> grade as students begin to engage in self-exploration and explore potential career options. The process of career exploration and decision-making can be a stressful time in the student's life. In reaction to this stress, adolescents may attempt to place the responsibility for making a career decision on others and may even delay or avoid making a choice, which could ultimately lead to a less than optimal decision Gati & Saka, (2011).

Larson and Majors (2014) suggested that affective distress associated with career decision-making among learners may be adaptive because it increases their motivation to seek help. Seeking help will decrease the chances of uninformed decisions. A development plan like career planning programs may reduce students' stress during career exploration and decision making. The purpose of this study was to propose a development plan for grade 10 students and to prepare them for senior high school and help them choose a career following their occupational field of interest.

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 students' socio-demographic profiles like age and gender, birth order, combined family income, parents' highest educational attainment, and the students' occupational field of interest were believed to be probable factors affecting students' career readiness. Furthermore, the student's perception of a career helping professionals in schools like the principal, guidance counselor, and teachers also played a vital role in the students' 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 this goal and that the students enable to access programs responsive to their needs and consistent with their interests and aptitudes.

Choosing a senior high school career track and strand, and later a college major is a complex decision that entails comparing career alternatives, reflecting on self-attributes, and narrowing down one's options. Abaya-Garcia, (2016) cited that career exploration has long been considered an integral part of the process and it was commonly accepted that those who engage in extensive career exploration were more likely to effectively choose suitable and satisfying career paths than those who don't.

The researcher further sought to answer questions on the students' socio-demographic profiles in terms of; age, gender, birth order, combined family income, parents highest educational attainment, and occupational field of interest, students' perception of a career helping professionals in school, and career readiness that would help students make decisions regarding their choice of career, evaluate family finances, validate their interest and eliminate career options not belong to their inclination. The career development plan hopes to provide students with a variety of options, help the students choose a career following their career preference, and capacitate students to make the right decision, and the right choice for the right life.

The researcher hoped to aid the students to be more informed as regards pertinent career choices. At the same time, the study will increase the students' aspirations to pursue senior high school education and tertiary level school. The researcher saw the insurmountable tasks for the grade 10 students in terms of choosing a career in the effect of the adaptation and implementation of the K-12 curriculum and was dedicated to helping alleviate the concurrent situation through a development plan.

## **2. METHODS**

### **Research Design**

This research used the descriptive method with the used of questionnaires to determine the students' socio-demographic profile namely; age, gender, birth order, combined family income, parents' highest educational attainment, students' occupational field of interest, and student's perception of a career helping professionals and standard questionnaires on career readiness as the main tools for gathering data.

It envisioned a development plan on career guidance to be adopted by the grade 10 students of the Division of Cebu Province for them to improve their career readiness in preparation for senior high school and post-secondary education.

### **Research Respondents**

At least seventy percent of the Grade 10 students of the identified biggest secondary school of each of the 26 municipalities under the Division of Cebu Province were the

respondents of the research. The research provided the students with a better understanding of self and interest. It also provided better perspectives of the senior high school career track and strand offerings.

These were the inputs of the study that were gathered through the questionnaires. Part 1, the information related to grade 10 students inter of their socio-demographic profile; age and gender, birth order, combined family income, parents' highest educational attainment, and information related to grade 10 students in terms of their perception to a career helping professionals. The second part is determining students' level of career readiness and the last part was determining a correlation between the identified profile and career readiness and the main tools for gathering data. The study also aimed to identify issues and concerns related to the career readiness of the students.

### Data Collection Tools

The instruments used are appropriate for this type of study as it is primarily quantitative. The questionnaires contained items that aimed to ascertain the students' perceived areas on a career helping professionals, and the students' career readiness to make career choices. The method of analysis was Pearson product-moment Correlation to determine the significant relationship between career readiness and the level of the perception on the career helping professionals of the grade 10 students of the division of Cebu Province.

### 3. RESULTS

**Table 1 Socio-Demographic Profile of Grade 10 students**

<b>Profile</b>	<b>Category</b>	<b>f</b>	<b>%</b>
<b>Age</b>	15 and below	1531	49.80
	16 - 18	1436	46.71
	19 - 21	96	03.12
	22 - 24	9	00.29
	25 - 27	1	00.03
	28 and above	1	00.03
	<b>Total</b>	<b>3,074</b>	<b>100.00</b>
<b>Sex</b>	Male	1368	44.50
	Female	1706	55.50
	<b>Total</b>	<b>3,074</b>	<b>100.00</b>

<b>Birth Order</b>	First born	838	27.26
	Middle Children	2033	66.14
	Last born	203	06.60
	<b>Total</b>	<b>3,074</b>	<b>100.00</b>
<b>Combined</b>	P5,000 and below		1135
			36.92
<b>Family</b>	P6,000 – P10,000		640
			20.82
<b>Income</b>	P11,000 – P15,000		296
			09.63
	P16,000 – P20,000	151	04.91
	P21,000 – P25,000	90	02.93
	P26,000 – P30,000	38	01.24
	P31,000 – P35,000	223	07.25
	P36,000 – P40,000	124	04.03
	P41,000 – P45,000	220	07.16
	P46,000 – P50,000	120	03.90
	P51,000 and above	37	01.20
	<b>Total</b>	<b>3,074</b>	<b>100.00</b>
<b>Fathers’</b>	Elementary Level		762
			24.79
<b>Educational</b>	Elementary Graduate		584
			18.99
<b>Attainment</b>	High School Level	847	27.55
	High School Graduate	639	20.79
	College Level	153	04.98
	College Graduate	89	02.90
	<b>Total</b>	<b>3,074</b>	<b>100.00</b>
<b>Mothers’</b>	Elementary Level	738	24.01
<b>Educational</b>	Elementary Graduate	633	20.59
<b>Attainment</b>	High School Level	863	28.07
	High School Graduate	678	22.06
	College Level	109	03.55
	College Graduate	53	01.72
	<b>Total</b>	<b>3,074</b>	<b>100.00</b>

**Table 2 Students' Perception on Career Helping Professional**

Indicators	WM	VI
<p>Create an understanding of doubt and how it impacts the decision to prepare for senior high school.</p> <p>SA</p>	3.24	
<p>Help all learners develop their understanding of different career tracks and strands in senior high school.</p> <p>A</p>	3.20	
<p>Help learners describe possible careers within a career cluster of interest.</p>	3.09	A
<p>Assisting all learners in choosing a career under their occupational field of interest.</p>	3.09	A
<p>Starting new programs to help all learners obtain knowledge about senior high school and post-secondary careers.</p> <p>A</p>	3.15	
<p>Help them associate personal values with different careers and rank careers according to alignment with personal values.</p> <p>A</p>	3.14	
<p>Provide a copy of the NCAE result to the learners and interpret the result.</p> <p>A</p>	3.12	
<p>Assist learners to select one career possibility and identify the needed postsecondary path and credentials.</p> <p>A</p>	3.19	
<b>OVERALL WM</b>	<b>3.15</b>	
<b>A</b>		

**Legend:**    **SA - Strongly Agree**    **(3.21 - 4.00)**  
**A - Agree**    **(2.61 - 3.20)**  
**D - Disagree**    **(1.81 - 2.60)**  
**SD - Strongly Disagree**    **(1.00 - 1.80)**

**WM – Weighted Mean  
VI – Verbal Interpretation**

**Table 3 Students’ Level of Career Readiness in terms of their Self-Information**

Indicators	VI	WM
I think I need more than a high school education level.	SA	3.47
I think I can further my studies after high school.	SA	3.25
I feel good about my future.		3.41
		SA
I feel I am a person of worth, the equal of other people.	A	3.01
I can do things as well as most other people.	A	3.08
On the whole, I am satisfied with myself.	A	3.18
<b>OVERALL WM</b>	SA	<b>3.23</b>

**Legend: SA – Strongly Agree (3.21 – 4.00)  
A – Agree (2.61 – 3.20)  
D – Disagree (1.81 – 2.60)  
SD – Strongly Disagree (1.00 – 1.80)  
WM – Weighted Mean  
VI – Verbal Interpretation**

**Table 4**

**Students’ Level of Career Readiness in terms of their Decision Making**

Indicators	WM	VI
Deciding my future is very important to me. SA		3.70
I love school and want to continue.	3.61	SA
My interests change all the time. A		2.92
I find it hard to make up my mind about important matters. A		3.05
<b>OVERALL WM</b>		<b>3.32</b>
	SA	

**Legend:** SA - Strongly Agree (3.21 - 4.00)  
A - Agree (2.61 - 3.20)  
D - Disagree (1.81 - 2.60)  
SD - Strongly Disagree (1.00 - 1.80)  
WM - Weighted Mean  
VI - Verbal Interpretation

**Table 5 Students' Level of Career Readiness in terms of their Career Information**

Indicators	WM	VI
I have gathered information on jobs and careers that may be of Interest to me after high school.	3.00	A
I have already spoken to people in my chosen career field. A		2.95
<b>OVERALL WM</b>		<b>2.98</b>
	A	

**Legend:** SA - Strongly Agree (3.21 - 4.00)



**A - Agree (2.61 - 3.20)**  
**D - Disagree (1.81 - 2.60)**  
**SD - Strongly Disagree (1.00 - 1.80)**  
**WM - Weighted Mean**  
**VI - Verbal Interpretation**

**Table 6 Students' Level of Career Readiness in terms of their Career Planning**

Indicators	VI	WM
I think a great deal about what I will be doing after high school.	SA	3.29
I want a good job when I finish high school.		3.36 SA
I have looked into the education needed for at least one career field.		2.92 A
I know what subjects I need to take to reach my career goal.		3.12 A
I have already started making plans to reach my goals.	SA	3.35
<b>OVERALL WM</b>	<b>SA</b>	<b>3.21</b>

**Legend: SA - Strongly Agree (3.21 - 4.00)**  
**A - Agree (2.61 - 3.20)**  
**D - Disagree (1.81 - 2.60)**  
**SD - Strongly Disagree (1.00 - 1.80)**  
**WM - Weighted Mean**  
**VI- Verbal Interpretation**

**Table 7 Relationship Between Identified Profile And Career Readiness**

Profiles	Computed chi-square value		df-value	P-value	Decision	Verbal interpretation
<b>3321   Margarito Balag Callao High</b>						<b>Career Readiness Of The Junior</b>

Age	1.446	1178	0.000	Reject Ho	
	Significant Relationship				
Sex	2.231	186	0.033	Reject Ho	
	Significant Relationship				
Birth Order	7.054	806	0.995	Accept Ho	No
	Significant Relationship				
	Combined Family				
Monthly Income	7.624	682	0.017	Reject Ho	
	Significant Relationship				
	Highest Educational				
Attainment of Father	4.431	434	0.371	Accept Ho	No
	Significant Relationship				
	Highest Educational				
Attainment of Mother	4.529	434	0.259	Accept Ho	No
	Significant Relationship				
	Occupational				
Field of Interest	2.368	2604	1.000	Accept Ho	No
	Significant Relationship				

**Table 8 Relationship Among Career Readiness and the Students' Perceptions on the School Helping Professional Functions**

Pearson r-value	Variables		Computed	
	P-value	Decision	Verbal Interpretation	
	Career Readiness And School Helping			
Professional Functions	0.467	0.000	Reject Ho	
	Significant Relationship			

#### 4. DISCUSSION AND CONCLUSION

##### 4.1 DISCUSSION

Among the eight indicators of the career helping profession only create an understanding of doubt and how it impacts the decision to prepare for senior high school gained the highest weighted mean of 3.24 which is interpreted verbally as strongly agree. All the rest of the statements indicators were interpreted as agree. The overall weight of 3.15 interpreted as agree implied that career helping profession in school creates for them an understanding of doubt and how it impacts the decision to prepare for senior high school. Career helping professionals should help students

have a better understanding of doubt and how it impacts their decision most especially in career choice.

The students' level of career readiness in terms of their self- information revealed that students strongly agree with a factor average of 3.23 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.

The students' level of career readiness in terms of their decision making had shown that students strongly agree with a factor average of 3.32 that marks the level of career readiness of the grade 10 students in terms of their decision making.

Students express strongly agree in deciding their future and they consider it of 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 students' level of career readiness in terms of their career information gained a factor average of 2.98. This is interpreted as agreement. Students agree that they have gathered information on jobs and careers that may be of interest to them after high school. Students 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. [http://careers.vic.gov.au/A\\_Career\\_Plan](http://careers.vic.gov.au/A_Career_Plan)

The result also described that students strongly agree with a factor average of 3.21 which depicted the level of career readiness in terms of the integration of information on themselves with career information. Students strongly agree that they already thought of a great deal about what they will be doing after high school. Many career paths can lead to a happy life. <https://www.moneycrasher.com>

The result showed that among the identified profile, the birth order, highest educational attainment of parents and the occupational field of interest of the grade 10 students of Cebu Province Division were not significantly related to the students' career readiness. The rest of the identified profiles namely: age, sex, and combined family monthly income have a significant relationship to the career of the grade 10 students of the entire Division of Cebu Province. Interest related to career, to this batch of students the result of the identified socio-demographic profile of the 3074 students on the birth order, highest educational attainment of parents, and the occupational field of interest turned out to be of no significant correlation.

The result showed that among the identified profile, the birth order, combined family monthly income, highest educational attainment of mothers, and the occupational field of interest were not significantly related to the students' Perceptions on School Helping Professional Function of the grade 10 students of Cebu Province Division. The rest of the identified profiles namely: age, sex, and highest

educational attainment of fathers have a significant relationship to the perceptions on school helping the professional function of the grade 10 students of the entire division of Cebu province. Interest related to career, to this batch of students the result of the identified socio-demographic profile of the 3074 students on the birth order, combined family monthly income, highest educational attainment of mothers, and the occupational field of interest turned out to be of no significant correlation.

Finally, the career readiness and the students' perceptions of the school helping professional functions were significantly correlated with one another with the respectively computed r-value of 0.467 with 0.000 as p-value. This implied that career readiness and the students' perceptions of the school helping professional functions are related to one another.

#### **4.2 CONCLUSION**

Among the identified profiles, only age, sex, and combined family monthly income had a significant relationship to the career readiness of the grade 10 students of the entire Division of Cebu Province.

On the other hand, among the identified profile, the birth order, combined family monthly income, highest educational attainment of mothers, and the occupational field of interest were not significantly related to the students' Perceptions on School Helping Professional Function.

Career Readiness and the Students' Perceptions on the School Helping Professional Functions are significantly correlated to each other.

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