

AN EXPERIMENTAL STUDY ON PHASES I AND II
OF A CAREER DEVELOPMENT PROGRAM
FOR GRADE VI PUPILS

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ABSTRACT

This study attempted to investigate the effects of Phases I and II of a career development program on the career maturity of Grade VI pupils of Mercedes Elementary School, Catbalogan, Samar. The experimental method of research with the pre-test-post-test control group design represented by the formula $\frac{ROX_10}{ROX_20}$ was used with 40 Grade VI pupils as samples selected through purposive random sampling from the total population of 120 pupils. The 40 pupils were broken down into two groups, 20 of whom composed the experimental group and the other 20 for the control group. To erase the bias, the samples in these two groups were matched correspondingly based on the grade point average in Grade V. To do this the researcher recorded the scholastic average of both groups and summed up these averages. Each of these sums were divided by 20 to get the mean of each group. The findings showed that there is no significant difference between the pre-test mean scores of the experimental and control groups; significant difference in the post-test mean score of the experimental and control groups; very significant improvement in the over-all self-knowledge as well as other aspects of the career maturity of the pupils as reflected in the pre-test and post-test performance of the CEI's Attitude Scales namely: Competence A (Knowing Yourself), Competence B (Knowing About Jobs), Competence C (Choosing a Job), Competence D (Looking Ahead), Competence E (What Should They Do), of the experimental group; and a very slight improvement in the overall self-knowledge as well as career maturity of the pupils in the control group as reflected in their pre-test and post-test performance in the CEI. The

implementation of Phases I and II of the proposed career development program for Mercedes Elementary School, Catbalogan, Samar brought about effective results in developing a higher level of career maturity of the pupils. Based on the findings and conclusions of this study, the researcher recommends the following:

(a) an intensive evaluation and follow-up study be made after the first and second years of the program's implementation to consider its long range effectiveness, (b) further refinement of the CEI devised by Santamaria to suit the level of understanding of the Grade VI pupils, (c) students whose career maturity are below average should be the focus of career guidance and counseling, (d) the program handled sincerely, honestly and with genuine concern for the pupil's total career/life improvement, (e) experimental studies on the implementation of the total Career Development Program be made, and (f) experimental studies on its implementation be made for the improvement of the program.

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Chapter 1

THE PROBLEM

Introduction

Large number of students dropping out and dropping out early; high school graduates deficient in basic academic skills or unprepared for the simplest of jobs; college students changing their majors each time a new career choice is placed in front of them; and young people everywhere consistently disillusioned with what they view as irrelevant education. These are serious problems. They are just as apparent in rural districts as in urban areas. Career education, recognized since 1971 as a response to the call for basic educational reform, is one approach to solve these problems, one way to help the many young people across the country who are wondering and worrying because they simply do not know what to do with their lives.

Choosing a career takes time because during the growing up years of a young adult, he probably has some ideas about what occupation he would follow after graduating from school. It is not, however, unusual, if these ideas keep on changing every few years or from time to time (Humphrey, 1962:218).

Humphrey further said that early career choices are naturally tentative because young people are still in the process of development. Their interests, needs, and values may change, and they learn that they do some- things better than others. These changes which occur in the normal process of development often cause uncertainty and confusion about plans for the future job. Choosing an occupation does not happen overnight. It is a continuous process, one that goes on over a long period of time. One cannot just awake some morning and say "today I am going to decide what job I will select." One will need to think back over his growing years and the job that attracted him, though it may no longer appeal to his taste. While it often happens that new interests are developed and new informations are gained year in and year out, he should not hesitate to change plans if new experiences and new ideas come his way. It is important to remember though that earlier ideas about jobs are essential, too, because they are often the basis of developing later plans, and they help point the way to a final decision or selection.

Choosing the right job is important for most people. The main value of a well-chosen occupation is the personal satisfaction it gives them. They expect to work for many, many years that they certainly want to

enjoy the thousands of working hours as much as possible or they are likely to be unhappy. Every individual is unique: no other person is exactly like him. The job he selects, based on his unique characteristics, is a personal matter. One has his own abilities, attitude, interests and personal characteristics. Deep down in him are strong emotional needs which a well-chosen job should satisfy. It could be said, therefore, that whatever the ambition may be one will be happier and more productive if he selects an occupation that satisfies him in reality. It is his task to choose a kind of work that offers a chance to satisfy his ambitions and qualities, (Humphrey, 1962, 220).

The secondary education of an individual is a very good preparation for specialization in college. Skills learned in the high school level may pave the way for easier, better and more effective learning in the tertiary level, thereby better equipping a person for his position in the world of work. However, it is a common observation, especially in Mercedes, Catbalogan, Samar where the researcher teaches, that elementary graduates enroll in any school without considering whether or not the curriculum is pertinent to their career choice. Most often, the reasons are proximity to home, less tuition fees, less

school expenses. At other times, pupils enroll in schools where their friends are. Upon entrance to college, they realize that their vocational training could have been more in-depth and their skills better acquired and honed had they enrolled in the secondary school whose curriculum was allied or in line with their vocational preferences.

Hopefully the findings gathered from the study will give the administrators, teachers, counselors, parents and pupils the insight for better planning, implementation and evaluation of their own career development program.

Theoretical Framework

Reich (1970:15) as cited by Gysbers and Moore (1972:16) said that life career development is self-development over the life span through the integration of the roles, settings and events of a person's total life. The purpose of all life career development description of human development is to create and facilitate career consciousness in all individuals at all educational and age levels: to assist them in developing life career competencies, attitudes and values; to assist them in visualizing possible career roles, settings and events; and to analyze and relate them to their present situation. Career consciousness includes "a person's background, education, and philosophy, though consciousness is more than these or even the sum of them." It is the

whole man, his "head", his way of life. It is that by which he creates his own life and thus creates the society in which he lives.

Analysis of life career development concerns suggests three areas of understanding and skills needed to serve as basis for guidance goals and objectives. These are self-knowledge and interpersonal skills, life career planning knowledge and skills, and knowledge of work and leisure world. Counselors need to state the goals of their program rather than in terms of counselor responsibilities and to organize these in developing sequence.

This idea is heavily supported by Parsons (1909: 5) who said that in the wise choice of vocation there are three broad factors: (1) a clear understanding of oneself, one's aptitudes, interests, ambitions, resources, limitations and their courses; (2) a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in difficult lines of work; (3) true reasoning on the relation of these two groups of facts.

Parsons further said that guidance has a major contribution to career education. It is the unifying of academic and vocational education, career guidance, and career development programs around the individual and his

other needs. This is an extremely important point because so many of the emerging career education program appear to focus on labor market/occupational information rather than human development. If educators are to develop programs that focus on human beings, they cannot afford to have separate and fragmented programs with counselors in the only delivery system. We need to look at ways in which the total staff can develop a career education program or preferably a career development program systematically assessing needs, identifying special competencies of the staff, redefining individual goals and refocusing curriculum in the broad sense around a career development theme.

Conceptual Framework

The schema in figure 1, Conceptual Model of the Study, clearly illustrates the concept of the study. This experimental design was intended for the grade VI pupils of Mercedes Elementary School during the school year 1988-1989 as reflected in the bottom box. The experimental and the control groups of 20 members per group was formed. Both were subjected to the Career Exploratory Inventory (CEI) to determine their levels of career maturity. The experimental group was given the Career Development Program (CDP) treatment. Then the CEI was administered to both groups for post-testing, the results of which were analyzed

Conceptual Framework

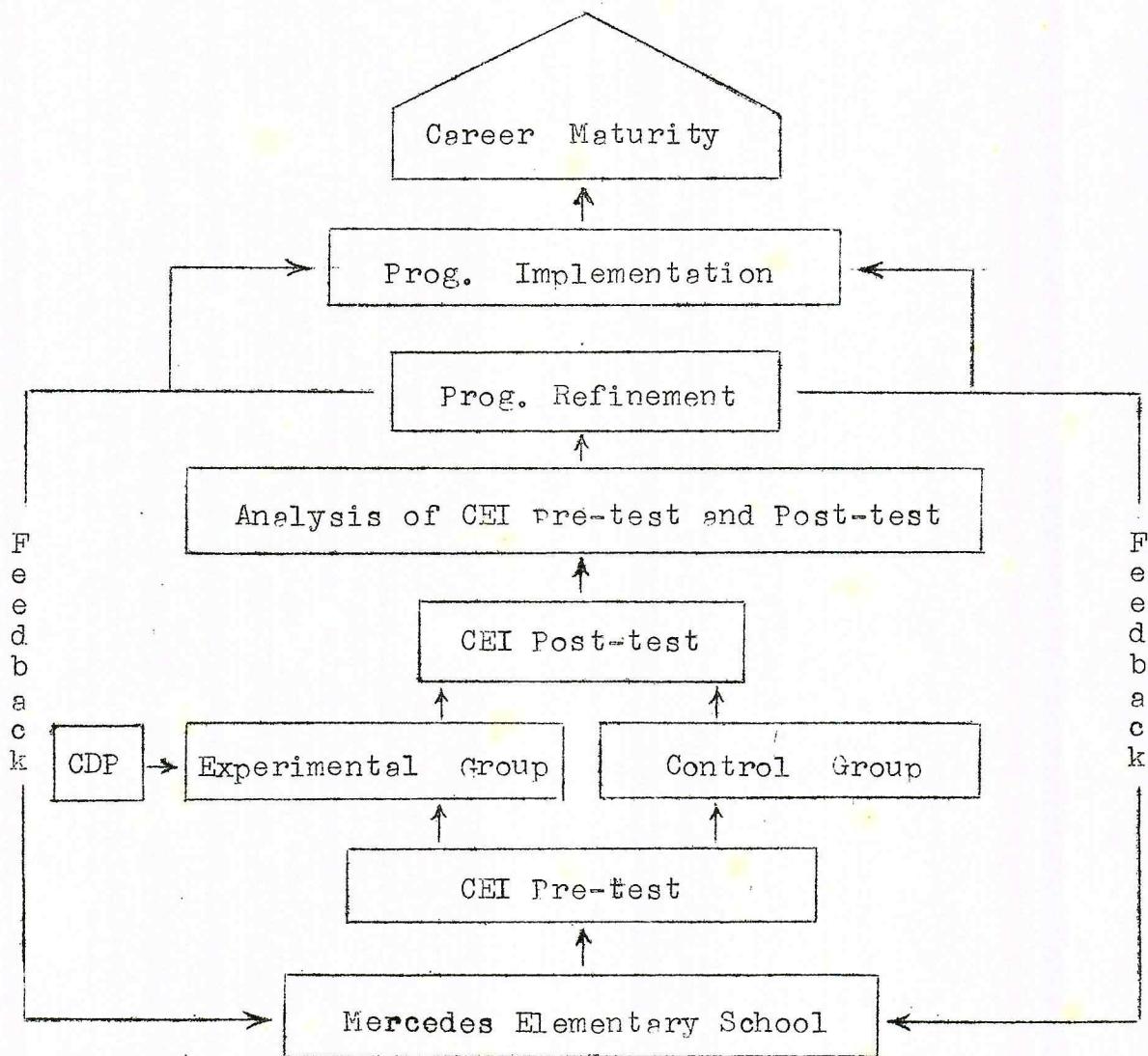


Figure 1. Conceptual Model of the Study showing the research environment, the major variables involved, the statistical processes, and the program refinement and the implementation to achieve career maturity.

and compared with the pre-test results. The CDP may be refined if the post-test brings about no significant difference from the pre-test, otherwise, it would be as it is. The total outcome of the study would be submitted to the school authorities of Mercedes Elementary School for evaluation and implementation to effect career maturity among grade VI pupils.

Statement of the Problem

This study attempted to investigate the effects of Phases I and II of the career development program on the career maturity choices of grade VI pupils of Mercedes Elementary school, Catbalogan, Samar.

The study specifically sought answers to the following questions:

1. What are the pre-test and post-test mean scores of the experimental and the control groups?

2. Is there a significant difference between the pre-test mean score of the experimental and the control groups?

3. Is there a significant difference in the post-test mean score between the experimental and the control groups?

4. Is there a significant improvement in the overall self-knowledge as well as other aspects of the career

maturity of the pupils in the experimental group as reflected in their pre-test and post-test performance on the CEI?

5. Is there a significant improvement in the overall self-knowledge as well as in career maturity of the pupils in the control group as reflected in the pre-test and post-test performance in their Career Exploratory Inventory?

Hypotheses

1. The pre-test mean scores of the experimental and the control groups are significantly the same.

2. The post-test mean scores of the experimental and the control groups are significantly the same.

3. The pre-test and post-test mean scores of the experimental group are significantly the same.

4. The pre-test and post-test mean scores of the control group are significantly the same.

Importance of the Study

This study is significant in two respects: (1) it will show the status of the current career guidance program as perceived by the Grade VI pupils of Mercedes Elementary School, their parents, teachers, and administrators; and (2) it will give provision for improvement on the current career guidance program to adequately meet the career needs of the pupils.

The school heads could use the data for developing and promoting policies and programs and support the proposed career development program. The guidance personnel, who are responsible for the planning, implementation and evaluation of the guidance program, could use this as an objective tool for better planning and implementation of a more effective program which will meet the pupils' career needs.

For this reason, the researcher, being one of the teachers concerned in the elementary education of the children, has decided to conduct this study whose purpose is to guide and assist the pupils to perceive and realize their ambitions to the level of their capacities and discover the kind of activities which are within their reach and would appeal to their interest. It will also guide the pupils in the choice of the kind of school to enter after graduation from the elementary school as well as the information about college entrance requirements.

Furthermore, it will redirect parents who abet their children towards career choices through the implementation of the career guidance program of the school.

To the administrators, teachers and counselors, the findings gained from the study will give an insight for better planning, implementation and evaluation of their own career development program. For our country, human

resource development could better contribute to our national development through effective career guidance counseling.

Scope and Delimitation of the Study

This experimental study on the implementation of Phases I and II a proposed career development program was conducted in five consecutive days, on December 26-30, 1988.

The subject was limited to 40 pupils selected through purposive random sampling from the total population of 120 Grade VI pupils of Mercedes Elementary School, Catbalogan, Samar. The 40 pupils were divided into two groups: 20 for the experimental group and 20 for the control group.

Definition of Terms

For the purpose of this study, the following terms are defined to provide the readers a common frame of reference.

Career. This is defined as a concept which refers to a sequence of positions occupied by a person as he progresses through life.

Career development. It is conceived as the continuous process of self-development over the individual's life span through education, work and leisure. It is a lifelong process through which a person continually realizes

his potentials and achieves self and career identity.

Career education. It is an approach to education, one way to teach students the many skills they will need to find satisfying roles in life. It is not a rigid formula. It is simply a concept, and it covers the total span of an individual.

Career guidance. It means to assist students in career planning and decision-making to enable the students to view lifestyles and personal satisfactions and investigate education, work and leisure activities.

Employment. This refers to the remunerative work either for an employee or self-employment (Labor Code of the Philippines, P.D. 442, 1982:3).

Human resources development. The process by which the actual and potential labor force is made to systematically acquire greater knowledge, skills or capabilities for the nation's sustained economic and social growth (Presidential Decree No. 422, 1982:3).

Occupation. It is a collection of jobs with similar main tasks and which can be grouped together under a common title.

Service. This term refers to the performance of a task for the benefit of others, whether voluntary or request, to fulfill a second need (Good, 1978:362).

Training. This refers to the systematic development of the attitudes, knowledge, skills and behavior pattern required for the adequate performance of a given job or task (Presidential Decree No. 442, 1982:3).

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the related literature and studies which helped the researcher in this particular subject for the purpose of gaining more information relevant to this study on the effect of phases I and II of a career development program on the career maturity choices of Grade VI pupils of Mercedes Elementary School. The researcher patiently reviewed books, periodicals, unpublished theses and visited different offices, like NEDA, NMYC, DWU, UP, and National Library just to seek more information and ideas pertinent to the problem under study.

LITERATURE

According to Humphrey (1977:23) the first phase of "Career Planning" must necessarily be "understanding of oneself", that is one's interests, attitudes, and aptitudes. These established traits form the springboard for the development of future courses of action in the planning of a career.

It is unreasonable to assume that individuals can be so efficient in analyzing themselves that they never

err in planning their future. Many people select a particular occupational pursuit only to find that 10 years later they no longer are very productive. This is to be expected in the case of many whose interest areas possess a wide range and are flexible. These are more likely to vary. In any event all is certainly not bad should they occur, for competence may well be assured with a short period of time in the new endeavor.

Some basic questions one may ask himself in self-appraisal are as follows. Why do I think as I do? What influences my attitudes and reactions? Am I extremely prejudiced or biased? What is my true philosophy? Can I reconstruct my thinking to the point that my understanding and acceptance of others stand paramount in my operational framework?

An individual builds the quality of his life from the resources of his world--his environment and himself. He cannot mislead himself into believing that he should pattern his life after someone else and simultaneously, disparage his own ability to create ways of improving his own life.

By discovering self, the individual not only gives himself intelligent and efficient direction in life but masters control of those forces which fall within the range

of human affairs. As one understands and accepts himself, he builds a broad base for understanding others.

Atherton and Humphrey (1977:20) stated that there are four important aspects in planning any career:

(1) securing occupational information. The kind of information needed depends on how far the youth has progressed towards his choice of occupation. Information used in career planning should be accurate, timely, and of sufficient breadth to cover the field adequately. It should be unbiased so that one can get the true picture. The integration of career information into the kindergarten and elementary grade levels (k-6) provides opportunities for individuals to become thoroughly aware of the kind of occupation in the world of work. Personal, social, physical and mental qualification should be considered in securing occupational information. (2) Determining the aptitude for work. The primary function of aptitude test is to measure capacity to acquire a specific knowledge or skill. The achievement test, on the other hand, measures the quality of knowledge or ability that the individual possesses and not how well he will be able to acquire skills or knowledge. Categorically, the achievement test measures quantity or quality by sampling areas of learning. Since one cannot accurately measure intelligence directly, at

best, one may attempt to establish specific problem situations representing the more significant intellectual functions. (3) Selecting the time required to enter into specific career is another aspect in career planning.

Self-analysis will depend on the discovery of those qualities, abilities and skills which make each individual unique and whose development alone can bring total satisfaction. The celebration of Career Day effectively assists the youngster in becoming properly oriented in many careers which youth could possibly choose as their life's work. It provides an opportunity for the student to gain additional information about his probable career and enables the participants to evaluate the activity to fit into the occupation and make progress in it. He makes assessment in terms of new information that may be presented during the career session discussion.

(4) preparing for a career is the last aspect in the planning of any career. It begins with life itself. The individual, at a very early age, begins to express particular interests in areas of interaction with his environment which may be enriched by adults to provide certain experiences which appear to bear relationship with the aptitudes and interests of the individual. As a person matures, he begins to discriminate the kind of activities

he is willing to carry on as related to his usual environment. He is actually preparing information and experiences for a "family of careers" as he gathers additional information and experiences in the general directions he chooses to follow.

Life career development is an encompassing view of human development. Life puts a focus on the total person over the life span. career identifies and relates the many settings, roles and events people may find themselves in; and development shows that people continually change. The term life career development describes the whole person as a unique being with his own life style (Gysbers and Moore, 1972:47).

Super (1980:282-287) puts a focus on the four major development elements: namely: vocational life stages, vocational maturity, translating the self-concept into vocational self-concepts, and career patterns. In his discussion of the vocational life stages, he classified them into growth stages, starting at birth to around the age of 14, whose characteristics of self-concept are developed through identification with key figures in the family and in school. Needs and fantasy are dominant in this early stage. Interests and capacities become more important with increasing social participation and reality-

testing. In the exploratory stage from ages 15 to 24, needs, interests, capacities, values and opportunities are to be considered. Tentative choices are made and tried out in fantasy, discussion, courses, work and other experiences. The reality factors are given more importance as the individual enters the world of work, training or education, and attempts to implement a "self-concept". Then a seemingly appropriate choice has been made and a beginning job is obtained and tried out. In the establishment stage from the ages 24 to 44, the chosen field of work may not be suitable, one or two changes may be made before a suitable occupation is found. As the career pattern becomes clear, efforts are being made to establish it and develop a secure place in the world of work. In the maintenance substage, ages 45-65, a place has been made in the world of work. New efforts are directed in building it. Little new ground is broken. There is a continuation among established lines. The last stage is the decline stage from ages 65 and on. In this stage, the physical or mental power decline, the demands of work lessen, duties may be changed to match the declining capacities while part time jobs may be found to replace the full-time work. Retirement may come after 70, but there is a considerable variation from individual to individual.

Shertzer and Stone (1981:209) say that although a wide range of intelligence is represented in every occupation and the distribution of intelligence scores in one occupation overlaps with that in another to a certain extent, intellectual ability remains a significant factor in educational choices even though there is much overlapping from one specialized field to another, and the margin of superiority is not the same for all fields.

Holland (1972:35-59) assumes that the choice of an occupation is an expression of personality and that members of an occupation share similar personality characteristics. The process of choice is viewed as a search for an environment congruent with the individual coping orientation.

Dysboye and Anderson (1959:123-124) suggested that the individual's occupational values constitute an essential element of motivational structure and, if understood, can provide invaluable insights into the decision-making process.

According to Shertzer and Stone, interests are of importance, too, for vocational planning, because it has been found that people in particular occupations have characteristic sets of likes and dislikes that differentiate them from people in other occupations and from

people in general.

Hoppock (1976:91-92) said that occupations are chosen to meet emotional needs and particular values, which are often unconscious, such as a need to remain in familiar environment or a need to play a dominant role. Furthermore, he said that the occupations individuals choose are the ones they feel will best meet their needs so that needs influence choice. Occupational choices, also are always subject to change as frequently as the awareness of their needs change and as frequently as they discover that another occupation might better meet their needs.

STUDIES

Abayan (1982) conducted a study on the occupational interests of grade six pupils in selected public elementary schools in the Division of City school, Manila.

The results of her study showed that grade six pupils were strongly interested in social services, dramatics and mechanical vocations. The boys and girls showed preferences for jobs or activities usually associated with their sex. The three outstanding specific motivating reasons and the corresponding major motivating factors that influence the pupils' occupational choices were (1) Good chance for advancement (financial), (2) Independence

(prestige), and (3) I like this work (intrinsic and personality).

Arce (1980) made a study on decision-making and factors that affect the career choice of the Assumption College sophomores. Arce tried to correlate it with Krumboltz's Decision-making Model. As to her findings, the sophomores did not exhibit any model pattern. The group pattern which emerged was found to be similar among the three courses. The typical sophomore's pattern showed that: (a) choices of courses were made before the goal to pursue a college course was set, (b) seeking information about the choices were ranked sixth against the fourth steps in the K-model, and (c) the tentative choice was earlier made before any information gathering was done. As in career choices and relation to their present course, all groups chose managerial and public relations positions as the two highest ranked occupations. Twenty-two other choices were found to be significantly according to trend.

Fabian (1974) conducted a study on a proposed vocational guidance program and an entrance test validation for the high school department of the Holy Cross College of Digos (HCCD). A modified version of questionnaire was used entitled "What kind of Assistance Do You Want", and a

survey instrument developed by Roeber, Smith, and Frickson (1956). As to his findings, majority of the students showed interest in seeking information and help in their vocational planning. In the areas of learning about ones abilities, interests, intelligence, aptitudes, or skills, more than three-fourth of the subjects liked to be assisted.

As regards the entrance test validation for the high school department, Fabian concluded that the School College Ability Test (SCAT) is a good and valid testing device for the admission of high school freshmen at the HCCD.

Marolo (1981) in his study of the relationship between self-concept and the career choices of senior students of Makati High School, obtained the necessary information by administering the Tennessee Self Concept Scale (TSCS), Brainard Occupational Preference Inventory (BOPI) and a questionnaire to the chosen respondents. The major results obtained from his study on the measured and expressed career preferences of the respondents and population showed that they were significantly related. This is an indication that the samples of his study were certain of what they wanted to be in the future. The measured preference of the male respondents as revealed by BOPI were commercial, professional and scientific; the

females mostly preferred professional, commercial and aesthetic. Expressed career preferences of the male respondents as revealed by the questionnaire were on commercial, scientific and agriculture fields. The female respondents mostly preferred commercial, professional and scientific.

Dimanfilis (1982) on her proposed career education program for the Elementary School of San Jose North Rizal District, Division of Occidental Mindoro, presented the following questions: (1) To what extent are the teachers familiar with the content of career education program? Eighty-one percent of the teachers felt that they have a career education program in their respective schools. However, according to 61 percent of the teachers, such program was not very clear to them for implementation and 91 percent of them felt the need for a proposed career education program. (2) What career education program can be proposed for the elementary schools of San Jose North Rizal District in the Division of Occidental Mindoro? The proposed career education program for primary and intermediate schools emphasized the fusing of academic with the vocational subjects in the curriculum. The occupational cluster study helps to attain the proper guidance on the skills and awareness of the occupational trend which guide the career development of the pupils. Strategies and the

implementation of this proposed program rest upon the different personnel components involved in this program.

(3) What are the roles of the different personnel components involved in the career education program? The administration's role is to conduct comprehensive in-service education to all concerned personnel involved in the program for better understanding of the real purpose of the program. Teachers must be aware, specially in the early foundations of the child, of teaching proper attitudes towards the dignity of labor, while the guidance counselor plays an important role in the program of career education. The community is also an important component involved in the program of career education because of its human and natural resources. The pupils working with the community resources will result in the progress of the community as well as of the nation.

Santamaria's (1980) career maturity scale for Filipinos called the Career Exploratory Inventory (CEI) as cited by Nacionales, (1984:27-28) was validated and standardized on 726 senior high school students in Metro Manila schools. In her study, Santamaria gave the following characteristics of a career mature individual.

(1) aware of the need to make a choice, has disposition toward making decisions : (2) knows himself (i.e.) knows

his interests, aptitudes and abilities, values and goals in life; (3) aware of and considers various factors in making a decision; (4) accepts responsibility for making a decision; (5) has information about his preferred occupation, seeks information from informed persons; (6) has plans to undergo training, to prepare for and enter the preferred occupation; and (7) looks ahead, plans and thinks in a way that will help prepare for his future.

Her findings showed the need for programs that will help Filipino students in improving and enhancing self-knowledge, goal selection, planning and problem solving for she implied that career maturity may be enhanced through career guidance. The present study made use of her instrument, the Career Exploratory Inventory, as the tool for measuring the effect of her self-exploration program geared towards self-knowledge for career decision-making.

Nacionales (1984) conducted an experimental study on Phase I of a proposed career development program of the fourth year senior high school students of Samar State Polytechnic College, Catbalogan, Samar and made use of Santamaria's Career Exploratory Inventory. It has brought about a significant improvement on the level of career maturity of the students. Furthermore, the significant improvement brought about by the treatment was not confined

to self-knowledge but was extended to all the other needed competencies for career maturity.

Meyer's (1971) on the study of vocational choices of students showed that intelligence, financial status, and school environment influenced their choices.

A study made by Charman (1974) disclosed that the selection of vocation was based on interests and abilities. Any person who has interest in and ability for any occupation, might, with proper preparation, become successful in that occupation. However, he said, that ability could be disregarded in some instances and that the final choice could be on the basis of interests, income, and working conditions.

Kuvlesky and Bealer (1974) contended that the job that one acquired was conditioned not only by the preferences and desires of the person but also by other factors like mental ability, economic status, and environment over which individuals had essentially no control.

To Ford and Fox, the purposive element in occupational choice was entirely different and represented the culmination of a process in which hopes and desires came to terms with the realities of the occupational market situation.

Barret and Tinsley (1976) conducted a study on the relationship between self-esteem and vocational decision and status based on two different theoretical models, Korman's and Super's. Measured by the Total positive scale of the Tennessee Self-Concept Scale, the result showed over Super's model that low self-esteem subjects have less well-crystallized vocational self-concepts than high self-esteem individuals. Consequently, the self-esteem decisional status relationship appears to be due more to a lack of clarity or certainty about what to implement than to a masochistic urge on the part of low self-esteem individuals.

The findings suggest that the primary thrust of career guidance should be to increase the clients' knowledge of themselves and their various possible occupational roles. The ability to specify satisfying vocational choices is related to the degree of vocational self-concept crystallization. Helping the client to become aware of his or her self-concept is a must in vocational decision-making. The present study made provisions for more awareness of the subjects' values, needs, interest and abilities.

A study of Teeven (1954) was conducted to find out whether correlations between personality and vocation could be demonstrated before the individual became engaged in the

vocation or if it was the vocation itself that tended to fit its member into a mold. In summarizing the results of the study, Teeven concluded that correlations between personality and vocation previously found by Roe in professional groups could also be demonstrated during the period preceding entrance into a profession. Behind the idea that vocational choice results from personality factors lies the assumption that differences in personality structure cause individuals to develop certain needs which they seek to satisfy through occupational choices. Many who advance personality factors as primary consideration influencing career development consider work as sublimation, that is made to qualify basic impulses.

Davidshofer, Thomas, and Treble (1976) conducted an experimental study on a program description of career development groups. To evaluate the effectiveness of the CDG program, a measure of vocational maturity was administered before and after the program to both treatment and control groups. The Vocational Development Inventory (VDI) attitudes scale (Crites, 1971) was the measure of vocational maturity used in the evaluation. This instrument consists of 50 attitudinal statements to be responded to as either true or false. Scores were simple algebraic summation of responses keyed in the

vocationally mature direction.

Much research has been directed towards validating and testing the reliability and usefulness of the VDI and over a hundred studies have been completed or are underway on the instrument itself or in testing the development theory proposed by Crites (1965). Crites (1971) has summarized much of this literature and has concluded that this instrument proves to be a strong objective measure of vocational attitude maturity.

Two analysis were run on the pre-test and post-test means for the two groups. The other test involved comparing the two groups. While the other test involved comparing the groups in regard to differences in vocational maturity after the CDG experience. It revealed that the experimental group did become more vocationally mature after the group experience.

The literature and studies mentioned in this chapter have been well-read and related to the present study. Principles, data and methodology were considered in the light of pertinence to the present experimental research. While in some aspects they are truly related and similar, they differ in the subject, time intervention scheme, place of experimentation, and the researcher.

This is an experimental study on Phases I and II of a proposed Career Development program on the Grade VI pupils of Mercedes Elementary School, Mercedes, Catbalogan, Samar during the school year 1983-1989.

Chapter 3

METHODS AND PROCEDURES

This chapter presents the methods and procedures employed in the conduct of this study including the research design, the statistical instrument used in gathering data, the selection and description of the samples or research subject, the data gathering process, the statistical treatment of the data and the statistical measure used.

Research Design

This study on Phases I and II of the Career development program employed the experimental method of research using the pre-test post-test control group design represented by the formula $\frac{R}{R} \times \frac{X_1}{X_2} 0$ with 40 grade VI pupils as samples selected through purposive random sampling from the total population of 120 pupils.

Instrument. The Career Exploratory Inventory (CEI) was used to measure career maturity in this study. The CEI devised by Santamaria (1980) was modified to suit the level of understanding of the grade VI pupils. It consists of two scales: The Attitude Scale, composed of 30 True-False items and the Competence Scale, composed of five-scales, each having 10 multiple choice items. The

scales and the sub-scales make a total of 80 items. The Attitudes Scale reflects five dimensions namely: (1) involvement in the choice process, (2) orientation toward work, (3) independence in decision-making, (4) preference for vocational choice factors, and consciousness of the choice process. The Competence Scale consists of five sub-scales with corresponding dimensions as follows:

- A. Knowing Yourself (Self-Appraisal)
- B. Knowing About Jobs (Occupational Information)
- C. Choosing a Job (Goal Selection)
- D. Looking Ahead (Planning)
- E. What Should They Do? (problem Solving)

Santemaria's CEI was the instrument used because it measures career maturity for Filipino youth. Besides, the items are simple and easy to understand.

Another instrument used for the evaluation is the Career Guidance Feedback Sheet used in the high school guidance department of the Samar State Polytechnic College, also modified to suit the school setting of Mercedes Elementary School. This instrument was administered to the experimental group after the treatment was conducted.

This evaluation measures the following components: (1) Orientation to career, (2) self-awareness, (3) self-exploration/option generation, (4) decision-making.

(5) methodology; (6) counselor; (7) other comments and suggestions.

Procedures

Sampling procedure. The researcher selected the samples through purposive random sampling with 40 pupils from each of the five sections in Grade VI with a total population of 120 pupils. The 40 pupils were broken down into two groups, 20 of whom composed the experimental group and 20 for the control group. To erase the bias, the samples in these two groups were matched correspondingly based on the grade point average in Grade V. To do this, the researcher recorded the scholastic average of both groups and summed up these averages. Each of these sums were divided by 20 to get the mean of each group.

Gathering of Data

The researcher conducted three phases of activities as follows:

Pre-Experimental Phase. On the day of testing the the CEI was administered which served as pre-test to both the experimental and the control group.

For easier identity of answer sheets of the two groups the seating position was arranged into rows so that the first four rows were for the experimental group and

the second four rows for the control group.

The researcher informed the pupils that there will be a seminar on self-exploration for the enhancement of career maturity. Since it was impossible to accommodate all the Grade VI pupils, the participants were chosen and randomly assigned to the two groups.

The following day both the experimental and the control groups were called for a conference. The control group was requested to stay awhile at home until they were called upon after one week for an activity. The experimental group was also informed about what they should bring to the seminar and its definite time and place.

Experimental phase. The experimental group took up Phases I and II of the proposed career development program at the library of Mercedes Elementary school. To avoid contamination of the control group, the experimental group were confined to the venue of experimentation and dismissed when most of the other pupils have gone home. They were discouraged from sharing with the others the experiences they would have in the seminar until after the culmination and the post-test. The pupils brought with them a notebook or a logbook on which to record their daily experiences in the seminar.

Post experimental phase. The Career Exploratory Inventory was administered to both the experimental and the control groups after the implementation of the program.

The Career Guidance Feedback Sheet was also administered to the experimental group to measure the effect of the implementation of the program for its improvement.

As part of the culmination activities, certificates of participation to the experimental group and certificates of appreciation to the members of the control group were given.

Statistical treatment. To arrive at the solution of the problem raised in this study, the answer sheets were corrected. The raw scores of each matched pair group were summed up to get the average. Each of the sum was divided by 20 to get the mean score of each group. The t-test of the significance of the difference between two non-independent or correlated samples was used for hypotheses numbers one to four as follows: (1) to get the significant difference between the pre-test mean score of the experimental and the control groups, (2) to get the significant difference of the post-test mean score of the experimental and control groups, (3) to get the significant difference of the pre-test and post-test mean score of the experimental

group, (4) to get the significant difference of the pre-test and post-test mean score of the control group.

The statistical test above used the following formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{ED^2}{N} - \frac{(ED)^2}{N(N-1)}}}$$

Where:

t = is the computed value

\bar{D} = is the mean of the differences

D = is the difference between the means

N = is the no. of items to be summed up

E = is the summation of

Chapter 4

PRESNTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter contains the results and discussion of this study. For clarity of the discussion, tables have been made, and for purposes of brevity, only the highlights have been mentioned.

Pre-test CEI Results of the Experimental and the Control Group

Table 1 reflects the pre-test on the Attitude Scale of both experimental and control groups. The control group has a mean of 9.55, while that of the experimental group is 9.4. The difference is -0.15 with t being -0.22, which is not significant.

In Competence A Scale (Knowing Yourself), the mean of the pre-test for the control group is 2, while that of the experimental group is 2.35. The difference of .35 is insignificant as t is equal to .98.

The pre-test mean of Competence B Scale (Knowing About Job), is 2.35 for the control group while that of the experimental group is 2.65. The difference is .3 with t being equal to .71 and is insignificant.

Table 1

Pre-test CEI Results of the Experimental and Control Group

Scale	Control Group	Experimental Group	Difference	T	Interpretation
Attitude Scale	9.55	9.4	-0.15	-0.22	Not significant
Competence					
A	2	2.35	.35	.98	Not significant
B	2.35	2.65	.3	.71	Not significant
C	3	3.55	.55	1.2	Not significant
D	2.5	2.35	-0.15	-.38	Not significant
E	2.65	2.3	-0.35	-1.2	Not significant
Total	22.05	22.6	.55	0.48	Not significant

It is indicated in the table for Competence C Scale (Choosing a Job), that the pre-test mean of the control group is 3, for the experimental group the mean is 3.55 with a difference of .55. T is 1.2 and is not significant.

For Competence D Scale (Looking Ahead), the control group got a pre-test mean of 2.5, while the experimental group's mean score is 2.35. The difference is -0.15 whose t is -.38 and is insignificant.

For Competence E (What Should They Do), the control group's pre-test mean is 2.65, while 2.3 is the pre-test mean of the experimental group. The difference of -0.35 with t being -1.2 is insignificant.

For the total CEI results, the pre-test mean of the control group is 22.05, while the pre-test mean of the experimental group is 22.6, there being a difference of .55. T is equal to 0.48 which is insignificant at .05 level as the whole t-value is 2.09. It is because the samples were selected through purposive random sampling, wherein the two groups were matched correspondingly based on their average grade point in Grade V. It indicates that there is no significant difference between the pre-test mean scores of the experimental and the control groups. Therefore, hypothesis No. 1, which states that the pre-test mean scores of the experimental and the control group are significantly the same is accepted.

Post-test CEI Results of the Experimental and the Control Group

Table 2 shows the post-test of the Attitude Scale of both experimental and the control groups. The control group's mean score is 10.2, while that of the experimental group is 17.45. The difference is 7.25. T, being 7, is significant.

Table 2

Post-test CEI Results of the Experimental and Control Group

Scale	Control Group	Experimental Group	Difference	T	Interpretation
Attitude Scale	10.2	17.45	7.25	7	Significant
Competence					
A	2.35	4.4	2.05	4.56	Significant
B	2.75	6.65	3.9	11.49	Significant
C	3.45	6.2	2.75	14.46	Significant
D	2.85	5.55	2.7	9.58	Significant
E	2.95	5	2.05	6.76	Significant
Total	24.55	45.25	20.7	17.46	Significant

In Competence A Scale (Knowing Yourself), the post-test mean score of the control group is 2.35, while that of the experimental group is 4.4, there being a difference of 2.05. T is equal to 4.56 and is significant.

For Competence B scale (Knowing About Job), the post-test mean of the control group is 2.75, while the experimental group is 6.65. The difference is 3.9, whose t is 11.49 and is significant at .05 level.

The post-test mean score of the control group for Competence C scale (Choosing a Job) is 3.45, while the experimental group is 6.2. The difference of 2.75 is significant, t being equal to 14.46.

The control group got a post-test mean of 2.85 for Competence D Scale (Looking Ahead), whereas the experimental group's post-test mean score is 5.55. The difference is 2.7 with t , being equal to 9.58 and significant.

It is indicated in the table for Competence E Scale (What Should They Do) that the control group's post-test mean score is 2.95, while the experimental group is 5. The difference is 2.05; t , being equal to 6.76, is significant.

For the total CEI results, the post-test mean score of the control group is 24.55, while that of the experimental group is 45.25 with a difference of 20.7. T , being equal to 17.46, is significant in favor of the experimental group. This connotes that there is a significant difference in the post-test mean scores between the experimental and the control group. The difference of 20.7 between the experimental and the control group could be attributed to the treatment. This is in agreement with Santemaria's findings and recommendations that

Career maturity may be intensified through Career guidance programs using an assessment instrument as the CEI which measures and determines the effectiveness of a career education/guidance/counseling program. Hypothesis number two which states that the post-test mean scores between the experimental and the control group are significantly the same is rejected.

Pre-test and Post-test CEI Results of the Experimental Group

Table 3 reflects that the pre-test mean score of the Attitude Scale of the experimental group is 9.4, while its post-test is 17.45. The difference is 8.05. t , being 9.26, is higher than the necessary level of significance at .05 which is 2.09.

In the Competence A Scale (Knowing Yourself), the mean of the pre-test is 2.35, while its post-test is 4.40. The difference is 2.05: t , being 8.34, is significant at .05 level.

The pre-test mean of Competence B Scale (Knowing About Job) is 2.65, while its post-test mean score is 6.65. The difference is 4: t , being 10.61, is significant.

The pre-test mean of Competence C Scale (Choosing a Job) as indicated in the table is 3.55 while its post-

Table 3

Pre-Test and Post-test CEI Results
of Experimental Group

Scale	Pre-test \bar{X}	Post-test \bar{X}	Differ- ence	T	Interpre- tation
Attitude	9.4	17.45	8.05	9.26	Significant
Competence					
A	2.35	4.40	2.05	8.34	Significant
B	2.65	6.65	4	10.61	Significant
C	3.55	6.2	2.65	7.74	Significant
D	2.35	5.55	3.2	8.72	Significant
E	2.3	5	2.7	9.28	Significant
Over-all Total	22.6	45.25	22.65	14.91	Significant

test score of the same scale is 6.2. The mean gain score is 2.65. T, being equal to 7.74, is significant at .05 level.

For Competence D Scale (Looking Ahead), it had a pre-test mean score of 2.35. Its post-test mean is 5.55. The difference is 3.2 with t being equal to 8.72 which is significant at .05 level.

The pre-test mean score for Competence E Scale (What Should They Do), is 2.3 while 5 is the post-test mean score. Their difference is 2.7. T is 9.28, which is sig-

nificant at .05 level.

For the total results of the CEI, the mean of the pre-test scores is 22.6 and the post-test mean of the same group is 45.25. The difference is 22.65. T is 14.91 reflecting that there is a very significant improvement in the over-all self-knowledge as well as other aspects of the career maturity of the pupils as reflected in the pre-test and post-test performance of the CEI, namely, Attitude Scale, Competence A (knowing Yourself), Competence B (knowing About Job), Competence C (Choosing a Job), Competence D (Looking Ahead) Competence E, (What Should They Do) of the experimental group. The significant improvement in the career maturity of the pupils was brought about by the treatment composed of rich and varied exercises/instruments including games, lecturettes and discussions for self-knowledge, decision-making and career. This is a strong indication as pointed out by Gysbers (cited earlier in this manuscript) that career maturity may be easily developed or enhanced if pupils will be assisted in having rich and varied experiences for deeper self-knowledge, broader knowledge of careers and decision-making. Therefore hypothesis number four which states that the pre-test and post-test mean scores of the experimental group are significantly the same is rejected.

Pre-test and Post-test CEI Results
of the Control Group

Concerning the Attitude Scale, table 4 reflects that the pre-test mean score of the control group is 9.55. Its post-test is 10.2 showing a difference of .65. Its level is insignificant with t being 1.94.

For Competence A Scale (Knowing Yourself), the table shows the pre-test mean is 2 and the post-test mean is 2.35, showing the difference of .35. T , being 1.93 is not significant.

The pre-test mean for Competence B Scale (Knowing About Job) is 2.35 and its post-test is 2.75. The difference is .4 and t , being equal to 2.03, is significant.

It is indicated in the table that for Competence C (Choosing a Job) the pre-test mean is 3; the post-test mean is 3.45, there being a difference of .45. T is equal to 2.13 and is insignificant.

The table shows that the pre-test mean for Competence D Scale (Looking Ahead) is 2.5, while the post-test mean is 2.85. The difference is .35. T , being 1.79, is insignificant.

For Competence E (What Should They Do), the table reflects a pre-test mean of 2.65 and a post-test mean of 2.95. The difference is .3 with an insignificant t , it

Table 4

Pre-test and Post-test CEI Results of Control Group

Scale	Pre-test: \bar{X}	Post-test: \bar{X}	Difference	T	Interpretation
Attitude	9.55	10.2	.63	1.94	Insignificant
Competence					
A	2	2.35	.35	1.93	Insignificant
B	2.35	2.75	.4	2.03	Insignificant
C	3	3.45	.45	2.13	Insignificant
D	2.5	2.85	.35	1.79	Insignificant
E	2.65	2.95	.3	2.04	Insignificant
Over-all Totals	22.05	24.55	2.5	4.43	Insignificant

being equal to 2.04.

For the total pre-test and post-test results of the CEI for the control group, the table shows that the pre-test mean is 22.05, while the post-test mean is 24.55. The difference of 2.5 with t being equal to 4.43 is slightly significant at .05. This may be because of their exposure to the same test in a matter of only a few days in between and their possible correlation with some lessons in Social

Studies. It is also possible that after taking the pre-test, the students reflected on the questions and sought to answer them correctly before taking the post-test. These findings indicate that there is a very slight improvement in the over-all self-knowledge as well as career maturity of the pupils in the control group as reflected in their pre-test and post-test performance in the CEI. Hypothesis number three is rejected, that the pre-test and post-test mean scores of the control group are significantly the same.

Career Guidance Feedback Sheet Results

The Career Guidance Feedback Sheet was given to the experimental group to test their feelings and thoughts about the experiences and learnings they had undergone in the seminar. The feedback of the pupils serve as guidelines for evaluating individual social learning development and for deciding the next steps in future program activities.

Summing up by looking at the tables of orientation to Career, Self-awareness, Self-Exploration/option Generation, Decision-making, Methodology and Facilitator, copies of which are found in the appendices, reflected that most of the pupils agreed and strongly agreed on the activities that they have experienced during the seminar and they recommend the continuation of the program.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

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

Summary

This study attempted to investigate the effects of Phases I and II of a proposed Career Development Program on self-knowledge for career maturity of Grade VI pupils of Mercedes Elementary School.

Specifically, the study sought answers to the following questions:

1. What are the pre-test and post-test mean scores of the experimental and the control group?
2. Is there a significant difference between the pre-test mean scores of the experimental and the control group?
3. Is there a significant difference in the post-test mean scores between the experimental and the control group?
4. Is there a significant improvement in the overall self-knowledge as well as other aspects of career maturity of the pupils in the experimental group as reflected

in their Pre-test and post-test performance on the CEI?

5. Is there a significant improvement in the overall self-knowledge as well as in career maturity of the pupils in the control group as reflected in the pre-test and post-test performance in their Career Exploratory Inventory.

There were four hypotheses formulated:

1. The pre-test mean scores of the experimental and the control groups are significantly the same.

2. The post-test mean scores of the experimental and the control group are significantly the same.

3. The pre-test and post-test mean scores of the experimental group are significantly the same.

4. The pre-test and post-test mean scores of the control group are significantly the same.

Findings. With the experimental method of research using the pre-test post-test control group design represented by the formula $\frac{R_0 X_1 - R_0 X_2}{20}$ and utilizing Santamaria's Career Exploratory Inventory in measuring pre-test and post-test scores of career maturity level, the following findings are established.

1. There is no significant difference between the pre-test mean scores of the experimental and the control groups. As reflected in Table 1, the pre-test mean score of the control group is 22.5, while the pre-test mean score

of experimental group is 22.6 with a difference of .55. t is equal to .48 which is insignificant at .05 level as the whole t -value is 2.09. It is because the samples were selected through purposive random sampling, wherein the two groups were matched correspondingly based on their average grade point in Grade five. Therefore, hypothesis number one is accepted which states that the pre-test mean score of the experimental and the control group are significantly the same.

2. There is a significant difference in the post-test mean scores of the experimental and the control groups. In Table 2 the post-test mean score of the control group is 24.55, while the post-test mean score of the experimental group is 45.25 with a difference of 20.7, t , being equal to 17.46, is very significant. The difference of 20.7 between the experimental and the control groups could be attributed to the treatment. This is in agreement with Santamaria's findings and recommendations that career maturity may be intensified through career guidance program using an assessment instrument as the CEI which measures and determines the effectiveness of a career education/guidance/counseling program. These results, therefore, lead to the rejection of hypothesis number two which states that the post-test mean scores between the experimental and the

control group are significantly the same.

3. There is a very significant improvement in the over-all self-knowledge as well as other aspects of the career maturity of the pupils as reflected in the pre-test and post-test performance of the CEI in the Attitude Scale, namely. Competence A (Knowing Yourself), Competence B (Knowing About Job), Competence C (Choosing a Job), Competence D (Looking Ahead), Competence E (What Should They Do) of the experimental group. This significant increase in career maturity is reflected in Table 3 where the pre-test mean score of the experimental group is 22.6, while the post-test mean score of the same group is 45.25 with a difference of 22.6. T is equal to 14.91 which is very significant. This significant improvement was brought about by the treatment composed of rich and varied exercises, instruments including games, lecturettes and discussion for self-knowledge, decision-making and careers. This is a strong indication, as pointed out by Gysbers (cited earlier in this manuscript), that career maturity may be more easily developed or enhanced if pupils will be assisted in having rich and varied experiences for deeper self-knowledge, broader knowledge of career and decision-making. The researcher had the evidence to

reject the third hypothesis which states that the pre-test and post-test mean scores of the experimental group are significantly the same.

4. There is a very slight improvement in the overall self-knowledge as well as career maturity of the pupils in the control group as reflected in their pre-test and post-test performance in the CEI. Table 4 reveals that the pre-test mean score of the control group is 22.5, while the post-test mean score of the same group is 24.55. The difference is 2.5 and t is equal to 4.43, which is slightly significant. This may be because of their exposure to the same test in a matter of only a few days in between and their possible correlation with some lessons in Social Studies. It is also possible that after taking the pre-test, the students reflected on the questions and sought to answer them correctly before taking the post-test. This evidence, therefore, leads to the rejection of hypothesis number four, which states that the pre-test and post-test mean scores of the control group are significantly the same.

Conclusions

Based on the above findings, it has been concluded that the treatment which is the implementation of Phases I and II (Self-knowledge through Self-Exploration and Life

Career Planning Knowledge and Skills) has brought about a significant improvement in the level of career maturity of the pupils.

Furthermore, the significant improvement brought about by the experimentation was not confined to self-knowledge and self-exploration but was extended to all the other needed competencies for career maturity namely: Knowing Yourself, Knowing About Job, Choosing a Job, Looking Ahead and What Should They Do. This was also found to be true in the Attitude Scale which was composed of five dimensions namely: Involvement in the Choice Process, Orientation Towards Work, Independence in Decision-making, Preferences for Vocational Choice factors, and Conception of the Choice Process.

Finally, the implementation of Phases I and II of the proposed Career Development Program for Mercedes Elementary School, Catbalogan, Samar brought about effective results in developing a higher level of career maturity of the pupils.

Recommendations

Based on the foregoing conclusions, the following recommendations are made:

1. An intensive evaluation and follow-up study

be made after the first and second years of the program's implementation to consider its long range effectiveness.

2. Further refinement of the CEI devised by Santamaría to suit the level of understanding of Grade VI pupils.

3. Students, whose career maturity are below average, should be the focus of career guidance and counseling.

4. The program be handled sincerely, honestly and with genuine concern for the pupils' career/total life.

5. Experimental studies on the implementation of the total Career Development Program be made.

6. Experimental studies on its implementation be made for the improvement of the program.

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A P P E N D I C E S

APPENDIX A

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 22, 1985

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar
(Through Channels)

Sir:

In my desire to start writing my thesis proposal, I have the honor to submit for your approval one of the following research problems, preferably problem No. 1:

1. AN EXPERIMENTAL STUDY ON PHASE I AND PHASE II OF A CAREER DEVELOPMENT PROGRAM FOR GRADE VI PUPILS
2. LECTURE-Demonstration AND SELF-LEARNING METHODS THEIR EFFECTS ON THE SCIENCE ACHIEVEMENT OF GRADE V PUPILS IN MERCEDES ELEMENTARY SCHOOL, CATBALOGAN, SAMAR
3. RELATIONSHIP BETWEEN THE INTELLIGENCE QUOTIENT AND THE ACHIEVEMENT LEVEL OF SLOW LEARNER OF MERCEDES ELEMENTARY SCHOOL

I hope for your early and favorable action on this matter.

Very truly yours,

(SGD.) ERLINDA G. CORRIGE
Researcher

Recommending Approval:

(SGD.) ALEJANDRO E. CAVANUA
Head, Research Development
and Publication

APPROVED:

(SGD.) DOMINADOR Q. CABANGAN, Ed. D.
Dean, Graduate Studies

APPENDIX B

REPUBLIC OF THE PHILIPPINES
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar
GRADUATE SCHOOL

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME CORRIGE BELINDA GAL
Family Name First Name Middle Name

CANDIDATE FOR DEGREE IN Master of Education

AREA OF SPECIALIZATION Guidance and Counseling

TITLE OF PROPOSED THESIS "AN EXPERIMENTAL STUDY ON PHASES

III. THE DESIGN AND II. OF THE CAREER DEVELOPMENT PROGRAM

FOE GRADE VI."

NAME OF REQUESTED ADVISER. Mrs. Phebe R. Nacionales

APPROVAL OF ADVISER DISAPPROVAL

(SGD.) PHIBRE R. NACIONALES (SGD.) ERLINDA G. CORRIGE
signature signature

APPROVED:

(SGD.) DOMINADOR Q. CABANGAN, ED. D.
Dean, Graduate studies

APPENDIX C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

June 20, 1988

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Sir:

I have the honor to request that I be scheduled for a pre-oral defense of my thesis proposal entitled "AN EXPERIMENTAL STUDY ON PHASES I AND II OF CAREER DEVELOPMENT PROGRAM FOR GRADE VI PUPILS" on the 4th day of July, 1988.

I hope for your immediate and favorable action on this matter.

Very truly yours,

(SGD.) ERLINDA G. CORRIGE
Researcher

Noted:

(SGD.) PHEBE R. NACIONALES
Adviser

APPROVED:

(SGD.) DOMINADOR Q. CABANGANAN, ED. D.
Dean, Graduate Studies

APPENDIX D

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

December 14, 1987

J. O. Santamaria
University of the Philippines
Diliman, Quezon City

Madam:

In connection with my research on "AN EXPERIMENTAL STUDY ON PHASES I AND II OF A CAREER DEVELOPMENT PROGRAM FOR GRADE VI PUPILS IN MERCEDES ELEMENTARY SCHOOL CATEBALOGAN, SAMAR", may I request permission to use your "Career Exploratory Inventory".

I am anticipating with gratitude your favorable action on this matter.

Very truly yours,

(SGD.) ERJINDA G. CORRIGE
Researcher

APPENDIX E

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Graduate Department
Catbalogan, Samar

December 16, 1988

The District Supervisor
District of Catbalogan II
Through the Principal
Mercedes Elementary School
Catbalogan, Samar

Madam:

I have the honor to request permission to utilize forty Grade VI pupils in Mercedes Elementary School. They will attend a Seminar Workshop in Guidance on the theme, Self-Exploration for the Enhancement of Career Maturity, to be held on December 26-30, 1988.

It is hoped that this request will merit your early and favorable action.

Very truly yours,

(SGD.) ERINDA G. CORRIGE
Teacher

Recommending Approval:

(SGD.) CRISTINO I. GODOY
Principal

APPROVED.

(SGD.) MRS. LUZ O. LETABA
District supervisor

APPENDIX F

Republic of the Philippines
Samar State Polytechnic College
GRADUATE DEPARTMENT
Catbalogan, Samar

May 12, 1989

The Dean of Graduate studies
Samar State Polytechnic College
Catbalogan, Samar

Sir:

I have the honor to submit six (6) copies of my reproduced semi-final draft of my master's thesis to be distributed to my adviser, the dean and the members of the panel of examiners.

In this connection, I further request that I be scheduled for the final oral defense on May 18, 1989.

I hope for your favorable action on this matter.

Very truly yours,

(SGD.) ERLINDA G. CORRIGE
Researcher

Recommending Approval:

(SGD.) PHEBE R. NACIONALES
Adviser

APPROVED:

(SGD.) DOMINATOR Q. CABANGANAN, ED. D.
Dean of Graduate Studies

APPENDIX G

The following is the brief outline of the programs:

CAREER DEVELOPMENT PROGRAM

PHASES I - II

SELF-KNOWLEDGE THROUGH SELF-EXPLORATION AND LIFE

CAREER PLANNING KNOWLEDGE AND SKILLS

General Objectives

The pupils will:

1. Know themselves better and use this self-knowledge as a basis for career choice, and,
2. Appreciate their own talents and seek to use them to the best and fullest possible way.

Specific Objectives

1. Identify and rank five of their interests
2. Identify and rank five of their strengths and weaknesses.
3. Assess five of their needs and values
4. Make three tentative career choices

Phase I - Self-knowledge

- 1.1 Personal characteristics
- 1.2 Strengths and weaknesses
- 1.3 Value Clarification

- 1.4 Needs Assessment
- 1.5 Interest Inventory
- 1.6 Life style preference

Strategies

1. Discussion
2. Lecturettes
3. Testing
4. Exercises/Worksheets
5. Evaluation

Suggested Tests:

1. Philippine Personality Inventory Test
2. Philippine Mental Ability Test
3. Career Exploratory Inventory

Suggested Exercises:

1. Execution of a career values clarification sheet for rank ordering such values on creativity, recognition, security, and independence.
2. Making a list of talents, abilities and achievement.
3. Strength Bombardment
4. Miracle Worker

Suggested Worksheet.

1. Value Auction Sheets
2. My life and values
3. Life style planning
4. Assessing my value
5. Face completion

Target Dates: December 1983

Number of hours: Nine (9)

Personnel Involved.

1. Guidance counselor
2. Teacher Advisers
3. Librarian
4. Resource Person

Success Indicators.

1. Accomplished exercises
2. Written Description of Self

Phase 2 - Life Career Planning Knowledge and Skills

- 2.1 Awareness of Elements of Decision
 - 2.1.1 Steps in the process
 - 2.1.2 Needed Information
 - 2.1.3 Sources

2.2 Function of values

2.2.1 Personal value

2.2.2 Value of others

2.3 Learning - How - to - Learn

2.3.1 How to obtain information

2.3.2 Analysis

2.3.3 Synthesis

2.4 Knowledge of Time - Space - Dimension

2.4.1 Self in Future

2.4.2 Awareness and effective management
of resources2.4.3 Responsibility of own life
career planning

2.4.4 Risk Taking

Strategies.

1. Discussion

2. Exercises

3. Interviews

4. Shadowing

5. Evaluation

Suggested Exercises.

1. Execution of Vocational Root Worksheet which
is listing the occupations of various signi-

ficant others including family members as means of emphasizing their influence on career choices.

2. Interviewing or shadowing a worker in a specific occupation of interest.
3. Persons and Areas of Influence in Decisions making (optional)

APPENDIX H

MASTER PLAN FOR THE EXPERIMENTAL STUDY OF PHASES I & II
OF PROPOSED CAREER DEVELOPMENT PROGRAM

Day	Objectives	Content	Activity	Expected Outcome
First	At the end of the session the pupils will be able to:			
8:00 ~ 8:25	Discuss the purpose of the seminar	Orientation Discussion Session		Ascertain the objectives and prepare the participants for activities.
8:26 ~ 9:25	Establish rapport with participants	Acquaintance/ Games/ Rapport Build Unfreezers		Relaxed and friendly relations among participants.
9:25 ~ 9:40		B R E A K		
9:40 ~ 10:40	Discuss the importance of early preparation for a career	The importance of early preparation of a career	Sinking" Lecturettes	Importance of early preparation for a career and its significant factors discussed
10:40 ~ 11:50	Know about the occupations	Different occupations	"Guess my Career Trading	Different occupations described and their importance to life in general discussed.
11:50 ~ 12:00		L U N C H	B R E A K	
1:30 ~ 3:00	Interest Inventory Test	Interest Inventory	Testing SDS Holland	Their areas of interest examined
3:00 ~ 3:15		B R E A K		
3:15 ~ 4:45	Identify and rank at least 5 areas of interest to them.	Interest Inventory	Accomplishment of Worksheet, class tally	Areas of interest identified and related to probable careers.
4:45 ~ 5:45	Summarize the day's activities	Insights/ Reflections	Sharing	The day's learning evaluated

MASTER PLAN FOR EXPERIMENTAL STUDY OF PHASES I & II
OF PROPOSED CAREER DEVELOPMENT PROGRAM

Day	Objectives	Content	Activity	Expected Outcome
Second	At the end of the lessons the pupils will be able to:			
8:15 - 10:00	Identify at least 5 of the most significant events in their lives socially, academically, spiritually and family	Self-knowledge past to present group discussion	Accomplish Worksheet "Profile of me" "The face Completion	More knowledge about self
10:00 - 10:15			B R E A K	
10:15 - 11:50	Will have taken a mental ability test.	Mental Ability Testing M A T	Mental Ability Examined	
11:50 - 12:00		L U N C H	B R E A K	
1:30 - 4:00	Identify and rank 5 areas of strength	Strengths	Strengths Board	Areas of strength identified ranked and related to probable career choices
4:00 - 4:15			B R E A K	
4:15 - 5:15	Summarize the day's Activities	Insights/ Reflections	Discussion/ Sharing	Evaluate the day's Learning

MASTER PLAN FOR THE EXPERIMENTAL STUDY OF PHASES I & III
OF PROPOSED CAREER DEVELOPMENT PROGRAM

MASTER PLAN FOR THE EXPERIMENTAL STUDY OF PHASES I & II
OF PROPOSED CAREER DEVELOPMENT PROGRAM

Day	Objectives	Content	Activity	Expected Outcome
Fourth	At the end of the sessions, the pupils will be able to:			
8:15 - 9:15	Have taken a personality test	Personality	Testing Philip Personality traits	
9:15 - 10:00	Identify and describe 5 salient traits	Personality	Personality Inventory	
10:00 - 10:15			Discussion on internal consistency	
10:15 - 12:00	Look into and rank 5 careers compatible with their personality	Personality	Parison	
12:00 - 1:30			Salient traits identified and related to probable career choices.	
1:20 - 3:00	Discuss the steps in decision making	Lecturette/ Discussion	On the River on the Bank	
3:00 - 3:15			Career choice compatible with their personality	
3:15 - 4:30	Makes a projection of one's own life style	Life style preference	My First Three Course Choices	
4:30 - 5:45	Summarize the day's activities	Insights/ Reflections	Sharing	
			The day's activities evaluated	

MASTER PLAN FOR THE EXPERIMENTAL STUDY OF PHASES I & II
OF PROPOSED CAREER DEVELOPMENT PROGRAM

Day Objectives Content Activity Expected Outcome

Fifth At the end of the sessions, the pupils will

be able to:

8:15 - 9:15 Compare test results with perception of self

of self

Test Results Interpretation Test results & perception of self clarified & related to probable career choices

9:30 9:45

B R E A K
SDS, Holland, MAT, PPIN

9:45 - 12:00 Make 3 tentative career choices based on self knowledge

Career choice Choosing/ planning Tentative choices made on the bases of self knowledge

12:00 1:30

I U T C H
B R E A K

1:30 - 2:30 Clarify relation between self-knowledge and career choices/ options

Self-knowledge Counseling Choices clarified

2:30 - 3:00 Summarize the learnings for the day

Insights/ Reflections Sharing

3:00 - 4:00 Evaluate the total workshop

Evaluation Testing Discussion

4:00 - 8:00 Enjoy each other's company and deepen friendships

Culminating activity Mini Party & Distribution of Certificates

76

DATE OF TESTING

PUPIL NUMBER

CAREER EXPLORATORY INVENTORY (CEI)
ANSWER SHEETNAME _____ AGE _____ SEX _____
SCHOOL _____ COURSE _____ GRADE LEVEL _____
SCHOOL ADDRESS _____

I. ATTITUDE SCALE

	T	F		T	F		T	F
1.	()	()	11.	()	()	21.	()	()
2.	()	()	12.	()	()	22.	()	()
3.	()	()	13.	()	()	23.	()	()
4.	()	()	14.	()	()	24.	()	()
5.	()	()	15.	()	()	25.	()	()
6.	()	()	16.	()	()	26.	()	()
7.	()	()	17.	()	()	27.	()	()
8.	()	()	18.	()	()	28.	()	()
9.	()	()	19.	()	()	29.	()	()
10.	()	()	20.	()	()	30.	()	()

RAW SCORE _____

TOTAL _____

PERCENTILE RANK _____

II. COMPETENCE

A. KNOWING YOUR- SELF					B. KNOWING ABOUT JOB					C. CHOOSING A JOB					D. LOOKING AHEAD					E. WHAT SHOULD THEY DO				
A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
1	□	□	□	□	1	□	□	□	□	1	□	□	□	□	1	□	□	□	□	1	□	□	□	□
2	□	□	□	□	2	□	□	□	□	2	□	□	□	□	2	□	□	□	□	2	□	□	□	□
3	□	□	□	□	3	□	□	□	□	3	□	□	□	□	3	□	□	□	□	3	□	□	□	□
4	□	□	□	□	4	□	□	□	□	4	□	□	□	□	4	□	□	□	□	4	□	□	□	□
5	□	□	□	□	5	□	□	□	□	5	□	□	□	□	5	□	□	□	□	5	□	□	□	□
6	□	□	□	□	6	□	□	□	□	6	□	□	□	□	6	□	□	□	□	6	□	□	□	□
7	□	□	□	□	7	□	□	□	□	7	□	□	□	□	7	□	□	□	□	7	□	□	□	□
8	□	□	□	□	8	□	□	□	□	8	□	□	□	□	8	□	□	□	□	8	□	□	□	□
9	□	□	□	□	9	□	□	□	□	9	□	□	□	□	9	□	□	□	□	9	□	□	□	□
10	□	□	□	□	10	□	□	□	□	10	□	□	□	□	10	□	□	□	□	10	□	□	□	□

RAW SCORE

TOTAL

PERCENTILE SCORE

APPENDIX J

CAREER GUIDANCE FEEDBACK SHEET

NAME _____ DATE _____

Note: This questionnaire has been prepared to test your feelings and thoughts about the experience and learning you have had in your activities. The information you profit will serve as guidelines for evaluating individual social learning development and for deciding next steps in future program activities.

Your answer to the items may be recorded by either writing the corresponding number of your answer or a completion of a sentence.

- 1 - Strongly agree
- 2 - Slightly agree
- 3 - Disagree
- 4 - Slightly Disagree
- 5 - Strongly disagree

A. Orientation to Careers

1. I realized that career development means a lifetime process of understanding one's self and making personal decisions about one's life.
2. I realized that jobs matches our interests, needs and values.
3. I learned that in deciding a career choices I need to see back my past life event/people.
4. I learned that career education involves being aware of my resources that could help me discover my career options/alternatives.

B. Self-Awareness

1. I understand myself in relation to my career options.
2. I identified some of my values.

3. I realized that my values shape the choices I make in life.
4. I identified weak appearance of my personality in relation to my career.
5. I identified my strengths/potentials as a person.

C. Self-exploration/option generation

1. I identified my choices in terms of major in my present career.
2. I have identified the different career options (choices) available to me after graduation.
3. I realized the need to clarify my options based on my strengths, qualities and potentials.
4. I identified ways and means of exploring option.
5. I realized that the option/alternatives I make are based on my interests, values and needs.
6. I acquired skills in gathering career information.
7. I clarified from resource speakers about areas of study and their requirements.

D. Decision-Making

1. I experience going through steps in decision making.
2. I realized the importance of making a decision on a career by myself.
3. I need other's opinion in choosing a career.
4. My test results gave me insight regarding my career decision.

5. I realized the need to set goals in my career decision.
6. I identified some points in attaining/achieving my goals.
7. I am now sure of what I want to major.

E. Methodology

1. The hand-outs gave me a better understanding of the activity.
2. Doing the homework/worksheets gave me time to think of my interests, strengths, lifestyle, values, options, etc.
3. The homeworks helped me in the process of career decision making.
4. I allotted time to think and write my homework.
5. I did my homework just for the sake of submitting.
6. The interview summary informed me in gathering information in relation to my option.
7. The career talks gave enough information about my options.
8. Individual or small group discussion/session was helpful in clarifying and continuing what was taken in class.

F. Facilitator

1. The facilitator whose interest and concern for the welfare of the students.
2. The facilitator explains clearly and to the points.
3. The facilitator gives assignments that are helpful in understanding the topics.

4. The facilitator is resourceful and able to cope with most of the difficulties that arise in classroom situations.
5. The facilitator seems eager and sincere about conducting group guidance.
6. The facilitator was able to draw some identification learnings from our activity.
7. The facilitator was able to explain clearly the aims/objectives of each activity.
8. The facilitator is approachable and helpful.

G. Other Comments/Suggestions (check only one)

1. The exercise/session which yielded the most insight
2. The exercise/session which I dislike most

- Career Plans Activities
- I enjoy strengths
- Miracle Worker/Your needs
- Lifestyle Planning
- Research Project Interview
- Career Talks by Resource Person
- Personality & Career Interest
- Test Interpretation
- Values Auction
- Establishing Objectives
- Decision-Making
- Others (please specify)

3. The specific thing/things I would like to explore further are
4. The schedule/time allotted for this program was

5. The activity/topic I dislike was _____

6. For the improvement of this program, I suggest _____

7. Do you recommend and continuation of this program?

yes no yes, but only with certain changes.

APPENDIX K

AN EXPERIMENTAL STUDY ON PHASES I AND II OF
CAREER DEVELOPMENT PROGRAM
FOR GRADE VI PUPILS

PURPOSIVE RANDOM SAMPLING

Experimental Group		Control Group	
Pupils	Rating	Pupils	Rating
A	88	A	88
B	87	B	87
C	87	C	87
D	87	D	87
E	87	E	87
F	85	F	85
G	85	G	85
H	85	H	85
I	85	I	85
J	85	J	85
K	85	K	85
L	85	L	85
M	85	M	85
N	84	N	84
O	84	O	84
P	84	P	84
Q	83	Q	83
R	83	R	83
S	83	S	83
T	82	T	82
Total	1699	Total	1699

APPENDIX B

TEST RESULT OF CEI ON EXPERIMENTAL GROUP

	: Attitude: Knowing : Knowing : Choosing: Looking : What Shld: : Scale Yourself: About Job: A Job : Ahead : They Do : Total														
	PU- :PRE-:POST:PRE-:POST:PRE-:POST:PRE-:POST:PRE-:POST:PRE-:POST:PRE-:POST:PRE-:POST PILS:TEST:TEST:TEST:TEST:TEST:TEST:TEST:TEST:TEST:TEST:TEST:TEST:TEST:TEST:TEST														
A	14	21	3	6	4	7	5	7	4	8	4	7	34	56	
B	12	18	3	6	2	6	3	5	3	5	1	6	24	46	
C	4	19	2	5	4	8	2	7	3	8	3	6	18	53	
D	10	19	3	5	3	6	4	6	2	7	3	5	25	48	
E	10	21	3	6	4	6	4	6	0	6	3	5	24	50	
F	6	21	3	4	1	6	2	8	4	7	1	4	17	50	
G	4	16	3	4	1	8	4	5	2	4	1	4	15	41	
H	10	16	3	5	3	5	4	6	1	5	4	7	25	44	
I	10	16	2	3	4	6	4	6	1	5	3	4	24	40	
J	9	18	2	4	1	7	4	6	4	5	4	4	24	44	
K	10	17	3	3	4	6	5	7	2	5	2	4	26	42	
L	10	13	3	5	2	8	4	6	4	5	3	4	26	41	
M	10	15	2	2	2	9	6	7	4	6	3	4	27	43	
N	10	12	0	1	3	6	6	7	3	4	1	5	23	35	
O	10	20	3	5	4	7	4	6	4	5	0	5	25	48	
P	12	22	3	5	2	7	4	6	0	4	2	5	23	49	
Q	9	14	1	4	4	7	3	6	3	5	2	5	22	41	
R	10	15	2	5	0	6	1	5	1	5	2	5	16	41	
S	10	14	2	5	3	6	1	5	1	5	2	5	19	40	
Total	8	22	1	5	2	6	1	7	1	7	2	6	15	53	

APPENDIX M

TEST RESULT OF CEI ON CONTROL GROUP

	: Attitude: Knowing : Knowing : Choosing: Looking :What Shld: Total														
	: Scale : Yourself:About Job: A Job : Ahead : They Do :														
	PU-:PRE-:POST:PRE+:POST:PRE-:POST:PRE-:POST:PRE-:POST:PRE-:POST														
	PILS:TEST:TEST:TEST:TEST:TEST:TEST:TEST:TEST:TEST:TEST:TEST:TEST:TEST:TEST:TEST:TEST														
A	10	10	4	4	3	3	2	4	4	4	3	3	26	28	
B	9	9	0	1	3	3	4	4	4	4	0	1	20	22	
C	8	8	3	3	4	4	4	4	4	4	4	4	27	27	
D	10	10	2	2	1	4	4	4	2	2	4	4	23	26	
E	9	9	3	3	4	4	2	2	4	4	1	3	23	25	
F	7	7	3	3	4	4	4	4	1	3	2	4	21	25	
G	11	11	2	2	4	4	3	3	3	3	3	3	26	26	
H	13	13	2	5	2	3	2	4	3	3	2	3	24	31	
I	10	10	2	2	3	3	4	4	3	3	3	3	25	25	
J	8	8	1	1	2	2	1	4	2	4	3	3	17	22	
K	8	8	1	2	1	1	4	4	1	1	4	4	19	20	
L	12	12	1	1	2	4	3	3	1	1	3	3	22	24	
M	14	14	3	3	1	1	3	3	3	3	3	3	27	27	
N	11	11	3	3	1	1	1	3	3	3	3	3	22	24	
O	14	14	2	2	3	3	2	2	3	3	2	2	26	26	
P	7	8	3	3	2	2	4	4	0	0	2	2	18	19	
Q	8	12	1	1	1	3	4	4	3	3	2	2	19	25	
R	8	13	0	0	3	3	3	3	3	3	2	2	19	24	
S	9	9	0	0	0	0	2	2	2	2	3	3	16	16	
Total	5	8	4	6	3	3	4	4	1	4	4	4	21	29	

APPENDIX N

Computation of Pre-test for Control & Experimental Groups

Pre-Test

Control Experimental Group

X_1	X_2	D	D^2	$t = \sqrt{\frac{\bar{D}}{\frac{Ed^2 - (ED)^2}{N(N-1)}}}$
26	34	8	64	
20	24	4	16	
27	18	-9	81	
23	25	2	4	
23	24	1	1	
21	17	-4	16	
26	15	-11	121	
24	24	0	0	
25	25	0	0	
17	24	7	49	
19	26	7	49	
22	26	4	16	
27	27	0	0	
22	23	1	1	
26	25	-1	1	
18	23	5	25	
19	22	3	9	
19	16	-3	9	
16	19	3	9	
21	15	-6	36	
$\bar{X}_1 = 441$	$\bar{X}_2 = 452$	$ED = 11$	$ED^2 = 507$	

$$\bar{X}_1 = \frac{\bar{X}_1}{N} \quad \bar{X}_2 = \frac{\bar{X}_2}{N} \quad \bar{D} = \frac{ED}{N} = \frac{115}{20} = 5.75$$

$$t = \sqrt{\frac{\bar{D}}{\frac{1}{N^2} \sum (X_i - \bar{X})^2}} = \sqrt{\frac{5.75}{\frac{1}{20^2} (441^2 - 452^2)}} = \sqrt{\frac{5.75}{1.3182894}} = 0.48$$

$$\bar{X}_1 = 22.05 \quad \bar{X}_2 = 22.6 \quad \bar{D} = .55 \quad t = 0.48$$

Computation of Pre-Test for Attitude Scale

Control	Experimental	Group	D^2	$t = \sqrt{\frac{\bar{D}}{\frac{ED^2 - (\bar{E}\bar{D})^2}{N(N-1)}}}$
X_1	X_2	D		
10	14	4	16	
9	12	3	9	
8	4	-4	16	
10	10	0	0	
9	10	1	1	$= \sqrt{\frac{183 - (-3)^2}{20(20-1)}} = -0.15$
7	6	-1	1	
11	4	-7	49	
13	10	-3	9	
10	10	0	0	$= \sqrt{\frac{183 - 9}{20(20-1)}} = -0.15$
8	9	1	1	
8	10	2	4	
12	10	-2	4	
14	10	-4	16	$= \sqrt{\frac{183 - .45}{20(20-1)}} = -0.15$
11	10	-1	1	
14	10	-4	16	
7	12	5	25	
8	9	1	1	$= \sqrt{\frac{182.55}{20(19)}} = -0.15$
8	10	2	4	
9	10	1	1	
5	8	3	9	$= \sqrt{\frac{182.55}{380}} = -0.15$
$EX_1 = 191$	$EX_2 = 188$	$ED = -3$	$ED^2 = 183$	
$\bar{X}_1 = \frac{EX_1}{N}$	$\bar{X}_2 = \frac{EX_2}{N}$	$\bar{D} = \frac{ED}{N}$		
$= \frac{191}{20}$	$= \frac{188}{20}$	$= \frac{-3}{20}$		
$\bar{X}_1 = 9.55$	$\bar{X}_2 = 9.4$	$\bar{D} = -0.15$		$= \sqrt{\frac{.4803947}{6931051}} = -0.15$
			$t =$	-0.22

Computation of Pre-test for Competence A (Knowing Yourself)

Control	Experimental	Group	D	D^2	$t = \sqrt{\frac{ED - (\frac{ED}{N})^2}{\frac{N}{N-1}}}$	\bar{D}
X_1	X_2		D			
4	3		-1	1		
0	3		3	9		
3	2		-1	1		.35
2	3		1	1		
3	3		0	0		
3	3		0	0		
2	3		1	1		
2	3		1	1		
2	2		0	0		
1	2		1	1		
1	3		2	4		.35
1	3		2	4		
3	2		-1	1		
3	0		-3	9		
2	3		1	1		
3	3		0	0		
1	1		0	0		
0	2		2	4		
0	2		2	4		
4	1		-3	9		
$EX_1 = 40$	$EX_2 = 47$		$ED = 7$	$ED^2 = 51$		
						$\bar{D} = \frac{48.55}{380}$

$$\bar{X}_1 = \frac{EX_1}{N} = \frac{40}{20} = 2 \quad \bar{X}_2 = \frac{EX_2}{N} = \frac{47}{20} = 2.35 \quad \bar{D} = \frac{ED}{N} = \frac{7}{20} = .35$$

$$\sqrt{.1277631} = .3574396$$

$$t = .98$$

Computation of pre-Test for Competence B
 (Knowing about Job)

Control	Experimental	Group	D	D^2	$t = \sqrt{\frac{\bar{D}}{\frac{ED^2 - (\bar{ED})^2}{N(N-1)}}}$
X_1	X_2				
3	4	1	1	1	
3	2	1	1	1	
4	4	0	0	0	
1	3	2	4	4	$= \sqrt{\frac{70 - \frac{(6)^2}{N}}{20(20-1)}}$
4	4	0	0	0	
4	1	-3	9	9	
4	1	-3	9	9	
2	3	1	1	1	$= \sqrt{\frac{70 - \frac{36}{20}}{20(20-1)}}$
3	4	1	1	1	
2	1	-1	1	1	
1	4	3	9	9	
2	2	0	0	0	$= \sqrt{\frac{70 - 18}{20(20-1)}}$
1	2	1	1	1	
1	3	2	4	4	
3	4	1	1	1	
2	2	0	0	0	$= \sqrt{\frac{68.2}{20(19)}}$
1	4	3	9	9	
3	0	-3	9	9	
0	3	3	9	9	
3	2	-1	1	1	$= \sqrt{\frac{68.2}{380}}$

$$EX_1 = 47 \quad EX_2 = 53 \quad ED = 6 \quad ED = 70$$

$$\bar{X}_1 = \frac{EX_1}{N} \quad \bar{X}_2 = \frac{EX_2}{N} \quad \bar{D} = \frac{ED}{N} \quad = \sqrt{\frac{.179436}{.3}}$$

$$\frac{47}{20} \quad \frac{53}{20} \quad \frac{6}{20}$$

$$\bar{X}_1 = 2.35 \quad \bar{X}_2 = 2.65 \quad \bar{D} = .3 \quad .4236432$$

$$t = .71$$

Computation of pre-Test for Competence D
 (Looking Ahead)

Control Experimental Group

X_1	X_2	D	D^2	$t = \sqrt{\frac{\bar{ED}^2 - (\frac{\bar{ED}}{N})^2}{\frac{N}{N-1}}}$
4	4	0	0	
4	3	-1	1	
4	3	-1	1	$-.15$
2	2	0	0	
4	0	-4	11	$\sqrt{\frac{60 - \frac{(-3)}{20}}{20(20-1)}}$
1	4	3	9	
3	2	-1	1	$-.15$
3	1	-2	4	
3	1	-2	4	$\sqrt{\frac{60 - \frac{9}{20}}{20(20-1)}}$
2	4	2	4	
1	2	1	1	$-.15$
1	4	3	9	
3	4	1	1	$\sqrt{\frac{60 - .45}{20(20-1)}}$
3	3	0	0	
3	4	1	1	$-.15$
0	0	0	0	
3	3	0	0	$\sqrt{\frac{59.55}{20(19)}}$
3	1	-2	4	
2	1	-1	1	$-.15$
1	1	0	0	

$$EX_1 = 50 \quad EX_2 = 47 \quad \bar{ED} = -3 \quad \bar{ED}^2 = 60$$

$$= \sqrt{\frac{59.55}{380}} = -.15$$

$$X_1 = \frac{EX_1}{N} \quad X_2 = \frac{EX_2}{N} \quad \bar{D} = \frac{\bar{ED}}{N}$$

$$= \frac{50}{20} \quad = \frac{47}{20} \quad = \frac{-3}{20}$$

$$= \sqrt{\frac{.1567165}{.3958667}} = -.15$$

$$\bar{X}_1 = 2.5 \quad \bar{X}_2 = 2.35 \quad \bar{D} = -.15$$

$$t = -0.38$$

Computation of Pre-Test for Competence E
(What Should They Do)

Control	Experimental	Group	D	D^2	$t = \sqrt{\frac{\bar{D}}{\frac{ED^2 - (\bar{ED})^2}{N(N-1)}}}$
X_1	X_2				
3	4	1	1	1	
0	1	1	1	1	$= -0.35$
4	3	-1	1	1	
4	3	-1	1	1	$= \sqrt{\frac{35 - (-7)^2}{20(20-1)}}$
1	3	2	4	4	
2	1	-1	1	1	$= -0.35$
3	1	-2	4	4	
2	4	2	4	4	$= \sqrt{\frac{35 - 49}{20(20-1)}}$
3	3	0	0	0	
3	4	1	1	1	$= -0.35$
4	2	-2	4	4	
3	3	0	0	0	$= \sqrt{\frac{35 - 2.45}{20(20-1)}}$
3	3	0	0	0	
3	1	-2	4	4	$= -0.35$
2	0	-2	4	4	
2	2	0	0	0	$= \sqrt{\frac{32.55}{20(19)}}$
2	2	0	0	0	
3	2	-1	1	1	$= -0.35$
4	2	-2	4	4	
$EX_1 = 53$	$EX_2 = 46$	$ED = -7$	$ED^2 = 35$		$= \sqrt{\frac{32.55}{380}}$

$$\bar{X}_1 = \frac{EX_1}{N} \quad \bar{X}_2 = \frac{EX_2}{N} \quad \bar{D} = \frac{ED}{N}$$

$$= \frac{53}{20} \quad = \frac{46}{20} \quad = \frac{-7}{20}$$

$$= -0.35$$

$$= \sqrt{.0856578}$$

$$\bar{X}_1 = 2.65 \quad \bar{X}_2 = 2.3 \quad \bar{D} = 0.35$$

$$= -0.35$$

$$= \sqrt{.2926735}$$

$$t = -1.2$$

COMPUTATION OF POST-TEST FOR CONTROL AND EXPERIMENTAL GROUP

Control Experimental Group

X_1	X_2	D	D^2	$t = \sqrt{\frac{\bar{D}^2 - (\bar{D})^2}{\frac{N}{N-1}}}$
28	56	28	784	
22	46	24	576	
27	53	26	676	
26	48	22	484	
25	50	25	625	
25	50	25	625	
26	41	15	225	
31	44	13	169	
25	40	15	225	
22	44	22	484	
20	42	22	484	
24	41	17	289	
27	43	16	256	
24	35	11	121	
26	48	22	484	
19	49	30	900	
25	41	16	256	
24	41	17	289	
16	40	24	576	
29	53	24	576	
$\bar{X}_1 = 491$		$\bar{X}_2 = 905$	$\bar{D} = 414$	$\bar{D}^2 = 9104$

$$\bar{X}_1 = \frac{\bar{X}_1}{N} \quad \bar{X}_2 = \frac{\bar{X}_2}{N} \quad \bar{D} = \frac{\bar{D}}{N}$$

$$= \frac{491}{20} \quad = \frac{905}{20} \quad = \frac{414}{20}$$

$$20.7 \quad 20.7 \quad 20.7$$

$$\sqrt{\frac{534.2}{380}} \quad \sqrt{1.4057894} \quad \sqrt{1.1856599}$$

$$\bar{X}_1 = 24.55 \quad \bar{X}_2 = 45.25 \quad \bar{D} = 20.7$$

$$t = 17.46$$

Computation of Post-Test for Attitudes Scale

Control Experimental Group

x_1	x_2	D	D^2	$t = \sqrt{\frac{\bar{D}}{\frac{ED^2 - (\bar{ED})^2}{N(N-1)}}}$
10	21	11	121	
9	18	9	81	
8	19	11	121	7.25
10	19	9	81	
9	21	12	144	
7	21	14	196	
11	16	5	25	7.25
13	16	3	9	
10	16	6	36	
8	18	10	100	
8	17	9	81	7.25
12	13	1	1	
14	15	1	1	
11	12	1	1	
14	20	6	36	7.25
8	22	14	196	
12	14	2	4	
13	15	2	4	
9	14	5	25	7.25
8	22	14	196	

$$EX_1 = 204 \quad EX_2 = 349 \quad ED = 145 \quad ED^2 = 1459$$

$$\bar{x}_1 = \frac{EX_1}{N} \quad \bar{x}_2 = \frac{EX_2}{N} \quad \bar{D} = \frac{ED}{N}$$

$$= \frac{204}{20} \quad = \frac{349}{20} \quad = \frac{145}{20}$$

$$= \sqrt{\frac{407.75}{20(19)}} \quad 7.25$$

$$= \sqrt{1.0730263} \quad 1.0730263$$

$$\bar{x}_1 = 10.2 \quad \bar{x}_2 = 17.45 \quad \bar{D} = 7.25$$

$$= \frac{7.25}{1.0358698}$$

$$t = 7$$

Computation of Post-Test for Competence A
 (Knowing Yourself)

Control	Experimental	Group	D	D^2	$t = \sqrt{\frac{\bar{D}^2 - (\bar{ED})^2}{\frac{N}{N(N-1)}}}$
X_1	X_2				
4	6		2	4	
1	6		5	25	
3	5		2	4	
2	5		3	9	
3	6		3	9	
3	4		1	1	
2	4		2	4	
5	5		0	0	
2	3		1	1	
1	4		3	9	
2	3		1	1	
1	5		4	16	
3	2		-1	1	
3	1		-2	4	
2	5		3	9	
3	5		2	4	
1	4		3	9	
0	5		5	25	
0	5		5	25	
6	5		-1	1	

$$EX_1 = 47 \quad EX_2 = 88 \quad ED = 41 \quad \bar{ED}^2 = 161$$

$$\bar{X}_1 = \frac{EX_1}{N} \quad \bar{X}_2 = \frac{EX_2}{N} \quad \bar{D} = \frac{ED}{N}$$

$$= \frac{47}{20} \quad = \frac{88}{20} \quad = \frac{41}{20}$$

$$\bar{X}_1 = 2.35 \quad \bar{X}_2 = 4.4 \quad \bar{D} = 2.05$$

$$t = \frac{2.05}{\sqrt{.45}} = 4.56$$

Computation of Post-Test for Competence B
 (Knowing About Job)

Control	Experimental	Group	D	D^2	$t = \sqrt{\frac{\bar{D}^2 - (\bar{D})^2}{20(20-1)}}$
X_1	X_2				
3	7	4	16		
3	6	3	9		3.9
4	8	4	16		
4	6	2	4		
4	6	2	4		
4	6	2	4		3.9
4	8	4	16		
3	5	2	4		
3	6	3	9		
2	7	5	25		3.9
1	6	5	25		
4	8	4	16		
1	9	3	64		
1	6	5	25		3.9
3	7	4	16		
2	7	5	25		
3	7	4	16		
3	6	3	9		
0	6	6	36		
3	6	3	9		

$$EX_1 = 55 \quad EX_2 = 133 \quad ED = 78 \quad ED^2 = 348$$

3.9

$$\bar{X}_1 = \frac{EX_1}{N} \quad \bar{X}_2 = \frac{EX_2}{N} \quad \bar{D} = \frac{ED}{N}$$

$$= \frac{55}{20} \quad = \frac{133}{20} \quad = \frac{78}{20}$$

$$\sqrt{\frac{438}{20(19)}} \quad 3.9$$

$$\frac{438}{380} \quad .3395041$$

$$\bar{X}_1 = 2.75 \quad \bar{X}_2 = 6.65 \quad \bar{D} = 3.9 \quad t = 11.49$$

Computation of Post-test for Competence C
 (Choosing a Job)

Control Experimental Group

 X_1 X_2
 D
 D^2

$$t = \sqrt{\frac{\bar{D}}{\frac{EX^2 - (ED)^2}{N(N-1)}}}$$

4	7	3	9	2.75
4	5	1	1	
4	7	3	9	
4	6	2	4	
2	6	4	16	
4	8	4	16	2.75
3	5	2	4	
4	6	2	4	
4	6	2	4	
4	6	2	4	2.75
4	7	3	9	
3	6	3	9	
3	7	4	16	
3	7	4	16	2.75
2	6	4	16	
4	6	2	4	
4	6	2	4	
3	5	2	4	2.75
2	5	3	9	
4	7	3	9	

$EX_1 = 69 \quad EX_2 = 124 \quad ED = 55 \quad ED^2 = 165$

$$= \sqrt{\frac{2.75}{.0361842}}$$

$\bar{X}_1 = \frac{EX_1}{N} \quad \bar{X}_2 = \frac{EX_2}{N} \quad \bar{D} = \frac{ED}{N}$

$= \frac{69}{20} = \frac{124}{20} = \frac{55}{20}$

$$= \frac{2.75}{.1902214}$$

$\bar{X}_1 = 3.45 \quad \bar{X}_2 = 6.2 \quad \bar{D} = 2.75$

$t = 14.46$

Computation of Post-Test for Competence D
 (Looking Ahead)

Control	Experimental	Group	D	D^2	$t = \sqrt{\frac{\bar{D}}{\frac{ED^2 - (\frac{ED}{N})^2}{N(N-1)}}}$
X_1	X_2				
4	8	4	4	16	
4	5	1	1	1	
4	8	4	4	16	
2	7	5	5	25	
4	6	2	2	4	
3	7	4	4	16	
3	4	1	1	1	
3	5	2	2	4	
3	5	2	2	4	
4	5	1	1	1	
1	5	4	4	16	
1	5	4	4	16	
3	6	3	3	9	
3	4	1	1	1	
3	5	2	2	4	
0	4	4	4	16	
3	5	2	2	4	
3	5	2	2	4	
2	5	3	3	9	
4	7	3	3	9	

$$EX_1 = 57 \quad EX_2 = 111 \quad ED = 54 \quad ED^2 = 176$$

$$\bar{X}_1 = \frac{EX_1}{N} \quad \bar{X}_2 = \frac{EX_2}{N} \quad \bar{D} = \frac{ED}{N}$$

$$= \frac{57}{20} \quad = \frac{111}{20} \quad = \frac{54}{20}$$

$$\bar{X}_1 = 2.85 \quad \bar{X}_2 = 5.55 \quad \bar{D} = 2.7$$

$$t = 9.58$$

Computation of post-test for Competence E
(What Should They Do)

Control	Experimental	Group	D	D^2	$t = \frac{\bar{D}}{\sqrt{\frac{ED^2 - (\frac{ED}{N})^2}{N(N-1)}}}$
x_1	x_2				
3	7	4	4	16	
1	6	5	5	25	2.05
4	6	2	4	16	
4	5	1	1	1	$\sqrt{\frac{119 - (41)^2}{20(20-1)}}$
3	5	2	4	16	
4	4	0	0	0	2.05
3	4	1	1	1	
3	7	4	4	16	$\sqrt{\frac{119 - 1681}{20(20-1)}}$
3	4	1	1	1	
3	4	1	1	1	2.05
4	4	0	0	0	
3	4	1	1	1	$\sqrt{\frac{119 - 84.05}{20(20-1)}}$
3	4	1	1	1	
3	5	2	4	16	2.05
2	5	3	9	81	
2	5	3	9	81	$\sqrt{\frac{34.95}{20(19)}}$
2	5	3	9	81	
2	5	3	9	81	2.05
3	5	2	4	16	
4	6	2	4	16	$\sqrt{\frac{34.95}{380}}$

$$EX_1 = 59 \quad EX_2 = 100 \quad ED = 41 \quad ED^2 = 119 \quad 2.05$$

$$\bar{X}_1 = \frac{EX}{N} \quad \bar{X}_2 = \frac{EX}{N} \quad \bar{D} = \frac{ED}{N} \quad = \sqrt{.0919736}$$

$$= \frac{59}{20} \quad = \frac{100}{20} \quad = \frac{41}{20} \quad 2.05 \\ .3032714$$

$$\bar{X}_1 = 2.95 \quad \bar{X}_2 = 5 \quad \bar{D} = 2.05 \quad t = 6.76$$

APPENDIX F

COMPUTATION OF PRE-TEST AND POST TEST FOR EXPERIMENTAL GROUP

Pre-Test	Post Test	D	D^2	$t = \sqrt{\frac{\bar{D}}{\frac{ED^2 - (\bar{D})^2}{N(N-1)}}}$
\bar{X}_1	\bar{X}_2			
34	56	22	484	
24	46	22	484	
18	53	35	1225	$= \sqrt{\frac{11137 - (453)^2}{20}} = 22.65$
25	48	23	529	
24	50	26	676	
17	50	33	1089	
15	41	26	676	$= \sqrt{\frac{11137 - 205209}{20}} = 22.65$
25	44	19	361	
24	40	16	256	
24	44	20	400	
26	42	16	256	$= \sqrt{\frac{11137 - 10260.45}{20}} = 22.65$
26	41	15	225	
27	43	16	256	
23	35	12	144	
25	48	23	529	$= \sqrt{\frac{11137 - 876.55}{20}} = 22.65$
23	49	26	676	
22	41	19	361	
16	41	25	625	
19	40	21	441	
15	53	38	1444	

$$\bar{X}_1 = 452 \quad \bar{X}_2 = 905 \quad ED = 453 \quad ED^2 = 11137 \quad t = \sqrt{\frac{\bar{D}}{\frac{ED^2 - (\bar{D})^2}{N(N-1)}}} = \sqrt{\frac{2.306710526}{20}} = 22.65$$

$$\bar{X}_1 = \frac{\bar{X}_1}{N} = \frac{452}{20} = 22.6 \quad \bar{X}_2 = \frac{\bar{X}_2}{N} = \frac{905}{20} = 45.25 \quad \bar{D} = \frac{ED}{N} = \frac{453}{20} = 22.65 \quad t = \frac{\bar{X}_2 - \bar{X}_1}{\sqrt{\frac{2.306710526}{20}}} = \frac{45.25 - 22.6}{\sqrt{1.518785872}} = 14.91$$

Computation of Attitude Scales for Experimental Group

Pre-Test	Post Test	D	D^2	$t = \sqrt{\frac{\bar{D}}{\frac{ED^2 - (\bar{ED})^2}{N(N-1)}}}$
\bar{X}_1	\bar{X}_2			
14	21	7	49	
12	18	6	36	
4	19	15	225	
10	19	9	81	
10	21	11	121	
6	21	15	225	
4	16	12	144	
10	16	6	36	
10	16	6	36	
9	18	9	81	
10	17	7	49	
10	13	3	9	
10	15	5	25	
10	12	2	4	
10	20	10	100	
12	22	10	100	
9	14	5	25	
10	15	5	25	
10	14	4	16	
8	22	14	196	
$\bar{EX}_1 = 188$		$\bar{EX}_2 = 349$	$ED = 161$	$ED^2 = 1583$

$$\bar{X}_1 = \frac{\bar{EX}_1}{N} \quad \bar{X}_2 = \frac{\bar{EX}_2}{N} \quad \bar{D} = \frac{ED}{N}$$

$$= \frac{188}{20} \quad = \frac{349}{20} \quad = \frac{161}{20}$$

$$\bar{X} = 9.4 \quad \bar{X} = 17.45 \quad \bar{D} = 8.05 \quad t = 9.26$$

Computation of Competence A - Knowing Yourself for Experimental Group

Pre-Test	Post Test	D	D^2	t	\bar{D}
X_1	X_2				$= \sqrt{\frac{ED^2 - (\frac{ED}{N})^2}{N(N-1)}}$
3	6	3	9		
3	6	3	9		
2	5	3	9		
3	5	2	4		
3	6	3	9		
3	4	1	1		
3	4	1	1		
3	5	2	4		
2	3	1	1		
2	4	2	4		
3	3	0	0		
3	5	2	4		
2	2	0	0		
0	1	1	1		
3	5	2	4		
3	5	2	4		
1	4	3	9		
2	5	3	9		
2	5	3	9		
1	5	4	16		
$EX_1 = 47$	$EX_2 = 88$	$ED = 41$	$ED^2 = 107$		
					2.05
					$= \sqrt{\frac{107 - (41)^2}{20(20-1)}}$
					2.05
					$= \sqrt{\frac{107 - 1681}{20(20-1)}}$
					2.05
					$= \sqrt{\frac{107 - 84.05}{20(20-1)}}$
					2.05
					$= \sqrt{\frac{22.95}{20(19)}}$
					2.05
					$= \sqrt{\frac{22.95}{380}}$

$$EX_1 = 47 \quad EX_2 = 88 \quad ED = 41 \quad ED^2 = 107$$

$$\bar{X}_1 = \frac{EX}{N} 1 \quad \bar{X}_2 = \frac{EX}{N} 2 \quad \bar{D} = \frac{ED}{N}$$

$$= \frac{47}{20} \quad = \frac{88}{20} \quad = \frac{107}{20}$$

$$\bar{X}_1 = 2.35 \quad \bar{X}_2 = 4.4 \quad \bar{D} = 2.05$$

$$= \sqrt{.060394736}$$

2.05
245753406

$$= 8.34$$

Computation of Competence B-Knowing About Job
 For Experimental Group

<u>Pre-Test</u>	<u>Post Test</u>	D	D^2	$t = \sqrt{\frac{\bar{D}}{\frac{ED^2 - (\bar{D})^2}{N(N-1)}}}$
X_1	X_2			
4	7	3	9	
2	6	4	16	
4	8	4	16	$= \sqrt{\frac{374 - (80)^2}{20(20-1)}}$
3	6	3	9	
4	6	2	4	
1	6	5	25	
1	8	7	49	$= \sqrt{\frac{374 - 6400}{20(20-1)}}$
3	5	2	4	
4	6	2	4	
1	7	6	36	
4	6	2	4	$= \sqrt{\frac{374 - 320}{20(20-1)}}$
2	8	6	36	
2	9	7	49	
3	6	3	9	
4	7	3	9	$= \sqrt{\frac{54}{20(19)}}$
2	7	5	25	
4	7	3	9	
0	6	6	36	
3	6	3	9	$= \sqrt{\frac{54}{380}}$
2	6	4	16	

$$EX_1 = 53 \quad EX_2 = 133 \quad ED = 80 \quad ED^2 = 374$$

$$= \sqrt{\frac{4}{.1421052}}$$

$$\bar{X}_1 = \frac{EX_1}{N} \quad \bar{X}_2 = \frac{EX_2}{N} \quad \bar{D} = \frac{ED}{N}$$

$$= \frac{53}{20} \quad = \frac{133}{20} \quad = \frac{80}{20}$$

$$\frac{4}{.3769634}$$

$$\bar{X}_1 = 2.65 \quad \bar{X}_2 = 6.65 \quad \bar{D} = 4$$

$$t = 10.61$$

Computation of Competence C-Choosing a Job
for Experimental Group

Pre-Test	Post Test	D	D^2	$t = \sqrt{\frac{\bar{D}}{\frac{ED^2 - (\frac{ED}{N})^2}{N(N-1)}}}$
X_1	X_2			
5	7	2	4	
3	5	2	4	
2	7	5	25	$= \sqrt{\frac{185 - (53)^2}{20(20-1)}}$
4	6	2	4	
4	6	2	4	
2	8	6	36	2.65
4	5	1	1	$= \sqrt{\frac{185 - 2809}{20(20-1)}}$
4	6	2	4	
4	6	2	4	
4	6	2	4	2.65
5	7	2	4	$= \sqrt{\frac{185 - 140.45}{20(20-1)}}$
4	6	2	4	
6	7	1	1	
6	7	1	1	2.65
4	6	2	4	$= \sqrt{\frac{44.55}{20(19)}}$
4	6	2	4	
3	6	3	9	
1	5	4	16	2.65
1	5	4	16	$= \sqrt{\frac{44.55}{380}}$
1	7	6	36	

$$EX_1 = 71 \quad EX_2 = 124 \quad ED = 53 \quad ED^2 = 185$$

2.65

$$\bar{X}_1 = \frac{EX_1}{N} \quad \bar{X}_2 = \frac{EX_2}{N} \quad \bar{D} = \frac{ED}{N} = \sqrt{\frac{.1172368}{.3423985}}$$

$$= \frac{71}{20} \quad = \frac{124}{20} \quad = \frac{53}{20} \quad 2.65$$

$$\bar{X}_1 = 3.55 \quad \bar{X}_2 = 6.2 \quad \bar{D} = 2.65 \quad t = 7.74$$

Computation of Competence D-Looking Ahead
 for Experimental Group

<u>Pre-Test</u>	<u>Post Test</u>	D	D^2	$t = \sqrt{\frac{\bar{D}}{\frac{ED^2}{N} - (\frac{\bar{ED}}{N})^2}}$
X_1	X_2			
4	8	4	16	
3	5	2	4	3.2
3	8	5	25	$= \sqrt{\frac{256 - (64)^2}{20(20-1)}}$
2	7	5	25	
0	6	6	36	
4	7	3	9	3.2
2	4	2	4	
1	5	4	16	$= \sqrt{\frac{256 - 4096}{20(20-1)}}$
1	5	4	16	
4	5	1	1	3.2
2	5	3	9	
4	5	1	1	$\sqrt{\frac{256 - 204.8}{20(20-1)}}$
4	6	2	4	
3	4	1	1	3.2
4	5	1	1	
0	4	4	16	$= \sqrt{\frac{51.2}{20(19)}}$
3	5	2	4	
1	5	4	16	3.2
1	5	4	16	
1	7	6	36	$\sqrt{\frac{51.2}{380}}$

$$EX_1 = 47 \quad EX_2 = 111 \quad ED = 64 \quad ED^2 = 256$$

3.2

$$\bar{X}_1 = \frac{EX_1}{N} \quad \bar{X}_2 = \frac{EX_2}{N} \quad \bar{D} = \frac{ED}{N} = \sqrt{\frac{1347368}{3670651}}$$

$$= \frac{47}{20} \quad = \frac{111}{20} \quad = \frac{64}{20}$$

$$3.2$$

$$\bar{X}_1 = 2.35 \quad \bar{X}_2 = 5.55 \quad \bar{D} = 3.2 \quad t = 8.72$$

Computation of Competence E-What Should They Do
 For Experimental Group

Pre-Test	Post Test	D	D^2	$t = \sqrt{\frac{\bar{D}}{\frac{ED^2 - (\frac{ED}{N})^2}{N(N-1)}}}$
\bar{X}_1	\bar{X}_2			
4	7	3	9	2.7
1	6	5	25	$= \sqrt{\frac{178 - (\frac{54}{20})^2}{20(20-1)}}$
3	6	3	9	
3	5	2	4	
3	5	2	4	
1	4	3	9	2.7
1	4	3	9	$= \sqrt{\frac{178 - 2916}{20(20-1)}}$
4	7	3	9	
3	4	1	1	
4	4	0	0	2.7
2	4	2	4	$= \sqrt{\frac{178 - 145.8}{20(20-1)}}$
3	4	1	1	
3	4	1	1	
1	5	4	16	2.7
0	5	5	25	$= \sqrt{\frac{32.2}{20(19)}}$
2	5	3	9	
2	5	3	9	
2	5	3	9	
2	6	4	16	

$$\bar{X}_1 = 46 \quad \bar{X}_2 = 100 \quad ED = 54 \quad ED^2 = 178$$

$$= \sqrt{\frac{2.7}{.0847368}}$$

$$\bar{X}_1 = \frac{\bar{X}_1}{N} \quad \bar{X}_2 = \frac{\bar{X}_2}{N} \quad \bar{D} = \frac{ED}{N}$$

$$= \frac{46}{20} \quad = \frac{100}{20} \quad = \frac{54}{20}$$

$$= \sqrt{\frac{2.7}{.2910958}}$$

$$\bar{X}_1 = 2.3 \quad \bar{X}_2 = 5 \quad \bar{D} = 2.7 \quad t = 9.28$$

APPENDIX Q

Computation of Pre-test and Post Test for Control Group

Pre-Test	Post Test	D	D^2	$t = \sqrt{\frac{\bar{D}}{\frac{ED^2 - (\bar{D})^2}{N(N-1)}}}$
X_1	X_2			
26	28	2	4	
20	22	2	4	
27	27	0	0	
23	26	3	9	
23	25	2	4	
21	25	4	16	
26	26	0	0	
24	31	7	49	
25	25	0	0	
17	22	5	25	
19	20	1	1	
22	24	2	4	
27	27	0	0	
22	24	2	4	
26	26	0	0	
18	19	1	1	
19	25	6	36	
19	24	5	25	
16	16	0	0	
21	29	8	64	
$\bar{X}_1 = 441$	$\bar{X}_2 = 491$	$ED = 50$	$ED^2 = 246$	

$$\bar{X}_1 = \frac{\bar{X}_1}{N} \quad \bar{X}_2 = \frac{\bar{X}_2}{N} \quad \bar{D} = \frac{ED}{N}$$

$$= \frac{441}{20} \quad = \frac{491}{20} \quad = \frac{50}{20}$$

$$= 22.05 \quad = 24.55 \quad = 2.5$$

$$= \sqrt{\frac{121}{380}} = \sqrt{0.318421052} = 0.564288093$$

$$\bar{X}_1 = 22.05 \quad \bar{X}_2 = 24.55 \quad \bar{D} = 2.5 \quad t = 4.43$$

Computation of Attitude Scales for Control Group

Pre-Test	Post Test	D	D^2	$t = \sqrt{\frac{\bar{D}}{\frac{ED^2 - (\bar{D})^2}{N(N-1)}}}$
X_1	X_2	D	D^2	
10	10	0	0	
9	9	0	0	
8	8	0	0	
10	10	0	0	$= \sqrt{\frac{51 - (13)^2}{20(20-1)}}$
9	9	0	0	
7	7	0	0	
11	11	0	0	
13	13	0	0	$= \sqrt{\frac{51 - 169}{20(20-1)}}$
10	10	0	0	
8	8	0	0	
8	8	0	0	
12	12	0	0	$= \sqrt{\frac{51 - 8.45}{20(20-1)}}$
14	14	0	0	
11	11	0	0	
14	14	0	0	
7	8	1	1	$= \sqrt{\frac{42.55}{20(19)}}$
8	12	4	16	
8	13	5	25	
9	9	0	0	
5	8	3	9	$= \sqrt{\frac{42.55}{380}}$

$$EX_1 = 191 \quad EX_2 = 204 \quad ED = 13 \quad ED^2 = 51$$

$$\bar{X}_1 = \frac{EX_1}{N} \quad \bar{X}_2 = \frac{EX_2}{N} \quad \bar{D} = \frac{ED}{N}$$

$$= \frac{191}{20} \quad = \frac{204}{20} \quad = \frac{13}{20}$$

$$\bar{X}_1 = 9.55 \quad \bar{X}_2 = 10.2 \quad \bar{D} = .65$$

$$= \sqrt{\frac{.111973684}{.334624591}}$$

$$= .65$$

$$t = 1.94$$

Computation of Competence A-Knowing Yourself
 for Control Group

Pre-Test	Post Test	D	D^2	$t = \sqrt{\frac{\bar{D}}{\frac{ED^2 - (\frac{\bar{ED}}{N})^2}{N(N-1)}}}$
X_1	X_2	D	D^2	
4	4	0	0	
0	1	1	1	
3	3	0	0	
2	2	0	0	
3	3	0	0	
3	3	0	0	
2	2	0	0	
2	5	3	9	
2	2	0	0	
1	1	0	0	
1	2	1	1	
1	1	0	0	
3	3	0	0	
3	3	0	0	
2	2	0	0	
3	3	0	0	
1	1	0	0	
0	0	0	0	
0	0	0	0	
4	6	2	4	

$$EX_1 = 40 \quad EX_2 = 47 \quad ED = 7 \quad ED^2 = 15$$

$$\bar{X}_1 = \frac{EX_1}{N} \quad \bar{X}_2 = \frac{EX_2}{N} \quad \bar{D} = \frac{ED}{N}$$

$$= \frac{40}{20} \quad = \frac{47}{20} \quad = \frac{7}{20}$$

$$= .35$$

$$= \sqrt{\frac{.033026315}{181731438}}$$

$$\bar{X}_1 = 2 \quad \bar{X}_2 = 2.35 \quad \bar{D} = .35 \quad t = 1.93$$

Computation of Competence B-Knowing About Job
for control group

Pre-Test	Post Test	D	D ²	t = $\frac{\bar{D}}{\sqrt{\frac{ED^2 - (\bar{ED})^2}{N(N-1)}}}$
X ₁	X ₂	D	D ²	
3	3	0	0	
3	3	0	0	
4	4	0	0	
1	4	3	9	
4	4	0	0	
4	4	0	0	
2	3	1	1	
3	3	0	0	
2	2	0	0	
1	1	0	0	
2	4	2	4	
1	1	0	0	
1	1	0	0	
3	3	0	0	
2	2	0	0	
1	3	2	4	
3	3	0	0	
0	0	0	0	
3	3	0	0	
EX ₁ = 47	EX ₂ = 55	ED = 8	ED ² = 18	

$$\begin{aligned}
 \bar{X}_1 &= \frac{EX_1}{N} & \bar{X}_2 &= \frac{EX_2}{N} & \bar{D} &= \frac{ED}{N} \\
 &= \frac{47}{20} & &= \frac{55}{20} & &= \frac{8}{20} \\
 \bar{X}_1 &= 2.35 & \bar{X}_2 &= 2.75 & \bar{D} &= .40 \\
 & & & & & \\
 & & & & & t = \frac{.40}{\sqrt{\frac{.038947368}{.1973507}}} = 2.03
 \end{aligned}$$

Computation of Competence C-Choosing a Job
 for Control Group

Pre-Test	Post Test	D	D^2	$t = \sqrt{\frac{\bar{D}}{\frac{ED^2 - (\frac{ED}{N})^2}{N(N-1)}}}$
X_1	X_2			
2	4	2	4	
4	4	0	0	
4	4	0	0	$= \sqrt{\frac{21 - (\frac{9}{20})^2}{20(20-1)}}$
4	4	0	0	
2	2	0	0	
4	4	0	0	$.45$
3	3	0	0	$= \sqrt{\frac{21 - \frac{81}{20}}{20(20-1)}}$
2	4	2	4	
4	4	0	0	
1	4	3	9	$.45$
4	4	0	0	$= \sqrt{\frac{21 - 4.05}{20(20-1)}}$
3	3	0	0	
3	3	0	0	
1	3	2	4	$.45$
2	2	0	0	$= \sqrt{\frac{16.95}{20(19)}}$
4	4	0	0	
4	4	0	0	
3	3	0	0	$.45$
2	2	0	0	$= \sqrt{\frac{16.95}{380}}$
4	4	0	0	

$$EX_1 = 60 \quad EX_2 = 69 \quad ED = 9 \quad ED^2 = 21 \quad t = \sqrt{\frac{.45}{.044605263}}$$

$$\bar{X}_1 = \frac{EX_1}{N} = \frac{60}{20} \quad \bar{X}_2 = \frac{EX_2}{N} = \frac{69}{20} \quad \bar{D} = \frac{ED}{N} = \frac{9}{20} \quad t = \sqrt{\frac{.45}{.211199581}}$$

$$\bar{X}_1 = 3 \quad \bar{X}_2 = 3.45 \quad \bar{D} = .45 \quad t = 2.13$$

Computation of Competence D-Looking A head
 For Control Group

Pre- Test	Post Test	D	D^2	$t = \sqrt{\frac{\bar{D}}{\frac{ED^2 - (\bar{ED})^2}{N(N-1)}}}$
X	X			
4	4	0	0	
4	4	0	0	
4	4	0	0	
2	2	0	0	
4	4	0	0	
1	3	2	4	
3	3	0	0	
3	3	0	0	
3	3	0	0	
2	4	2	4	
1	1	0	0	
1	1	0	0	
3	3	0	0	
3	3	0	0	
3	3	0	0	
0	0	0	0	
3	3	0	0	
3	3	0	0	
2	2	0	0	
1	4	3	9	
<hr/>				

$$EX_1 = 50 \quad EX_2 = 57 \quad ED = 7 \quad ED^2 = 17 \quad \bar{D} = .35 \quad \sqrt{.038289473}$$

$$\bar{X}_1 = \frac{EX_1}{N} \quad \bar{X}_2 = \frac{EX_2}{N} \quad \bar{D} = \frac{ED}{N} \quad \bar{D} = \frac{7}{20} = .35 \quad \sqrt{.195676962}$$

$$\bar{X}_1 = 2.5 \quad \bar{X}_2 = 2.85 \quad \bar{D} = .35 \quad t = 1.79$$

Computation of Competence E- What Should They Do
 For the Control Group

Pre-Test	Post Test	D	D^2	$t = \sqrt{\frac{\bar{D}}{\frac{ED^2 - (\bar{D})^2}{N(N-1)}}}$
X_1	X_2			
3	3	0	0	
0	1	1	1	.30
4	4	0	0	
4	4	0	0	
1	3	2	4	
2	4	2	4	.30
3	3	0	0	
2	3	1	1	
3	3	0	0	
3	3	0	0	.30
4	4	0	0	
3	3	0	0	
3	3	0	0	
2	2	0	0	
2	2	0	0	
2	2	0	0	
2	2	0	0	.30
3	3	0	0	
4	4	0	0	

$$EX_1 = 53 \quad EX_2 = 59 \quad ED = 6 \quad ED^2 = 10$$

.30

$$= \sqrt{.021578947}$$

$$\bar{X}_1 = \frac{EX_1}{N} \quad \bar{X}_2 = \frac{EX_2}{N} \quad \bar{D} = \frac{ED}{N}$$

$$= \frac{53}{20} \quad = \frac{59}{20} \quad = \frac{6}{20}$$

.30

$$.146897744$$

$$\bar{X}_1 = 2.65 \quad \bar{X}_2 = 2.95 \quad \bar{D} = .30 \quad t = 2.04$$

APPENDIX R

Table 5

CAREER GUIDANCE FEEDBACK SHEET RESULTS

: Strongly	: Slightly	: Dis-	: Slightly	: Strongly
: Agree	: Agree	: Agree	: Dis-Agree	: Dis-Agree

A. Orientation to Career

1.	I realized that career development means a lifetime process of understanding one's self and making personal decisions about one's life.	15	5	0	0	0
2.	I realized that jobs match our interests, needs and values.	8	11	1	0	0
3.	I learned that in deciding career choices I need to remember my past life event/people.	12	8	0	0	0
4.	I learned that career education involves being aware of my resources that could help me discover my career options/alternatives	17	2	1	0	0

Table 6

:Strongly; Slightly; Dis- : Slightly ; Strongly
 : Agree : Agree : Agree ; Dis-agree ; Dis-Agree

B. Self-Awareness

1. I understand myself in relation to my own options	15	5	0	0	0
2. I identified some of my values	16	4	0	0	0
3. I realized that my values shape the choices I make in life	12	8	0	0	0
4. I identified weak appearance of my personality in relation to my career	11	9	0	0	0
5. I identified my strengths/potentials as a person	17	3	0	0	0

Table 7

Strongly Agree ; Slightly Agree ; Disagree ; Slightly Disagree ; Strongly Disagree

C. Self-Exploration/Option Generation

	Strongly Agree	Slightly Agree	Disagree	Slightly Disagree	Strongly Disagree
1. I identified my choices in terms of major in my present career	9	11	0	0	0
2. I have identified the different career options available to me after graduation.	8	12	0	0	0
3. I realized the need to clarify my options based on my strengths, qualities and potentials.	5	15	0	0	0
4. I identified ways and means of exploring options.	7	13	0	0	0
5. I realized that the options/alternatives, I make are based on my interests, values and needs.	6	14	0	0	0
6. I acquired skills in gathering career information	4	16	0	0	0
7. I clarified from resource-speakers about areas of study and their requirements.	3	17	0	0	0

Table 8

Strongly : Slightly : Dis- : Slightly : Strongly
 : Agree : Agree : agree : Disagree : Dis-agree

D. Decision-Making

1. I experience going through steps in decision-making	11	9	0	0	0
2. I realized the importance of making a decision on career by myself.	13	7	0	0	0
3. I need other opinion in choosing a career.	15	5	0	0	0
4. My test results gave me insight regarding my career decision.	17	3	0	0	0
5. I realized the need to set goals in my career decision	16	4	0	0	0
6. I identified some points in attaining/achieving my goals.	14	6	0	0	0
7. I am now sure of what I want to major.	12	8	0	0	0

Table 9

: Strongly : Slightly : Dis- : Slightly : Strongly
 : Agree : Agree : Agree : Dis-agree : Dis-agree

E. Methodology

1. The hand-outs gave me a better understanding of the activity	2	18	0	0
2. Doing the homework/worksheets gave me time to think of my interest, strength, life style, values, option, etc.	1	19	0	0
3. The homeworks helped me in the process of career decision-making	3	17	0	0
4. I allotted time to think and write my homework.	2	18	0	0
5. I did my homework for the sake of submitting.	0	0	10	10
6. The interview, summary informed me in gathering information in relation to my option	1	19	0	0
7. The career talks gave enough information about my options	2	18	0	0
8. Individual or small group discussion/session was helpful in clarifying and continuing what was taken in class	2	18	0	0

Table 10

: Strongly : Slightly : Dis- : Slightly:Strongly
 : Agree : Agree : Agree : Dis-agree:Dis-agree

F. Facilitator

1. The facilitator whose interest and concerns for the welfare of the students.	18	2	0	0	0
2. The facilitators explains clearly and to the points	15	5	0	0	0
3. The facilitators give assignments that are helpful in understanding the topics	17	3	0	0	0
4. The facilitator is resourceful and able to cope with most of the difficulties that arise in classroom situations	18	2	0	0	0
5. The facilitators seem eager and sincere about conducting group guidance	16	4	0	0	0
6. The facilitator was able to draw some identification learnings from the activity	18	2	0	0	0
7. The facilitators was able to explain clearly the aims/ objectives of each activity	15	5	0	0	0
8. The facilitator is approachable and helpful	19	1	0	0	0

OTHER
INSTRUMENTS: EXERCISE 1Individual Shelter

Imagine yourself in this situation. You have been chosen as a chairman of a fall out shelter in your neighborhood. Notice has just come from the Pentagon that in 20 minutes your neighborhood will be destroyed. You survey the area and find 15 people living in your neighborhood. Your job is to choose eight of these who will enter the shelter. When you took the job, you agreed that you would not be the one to those entering the shelter. The people you must choose from include the following: Put a check beside the eight people you would choose.

1. An agricultural specialist who has much information on farming and spends time consulting with farmers in the area about what crops to grow and how to take care of their animals. As a result of years of experience and practice this person has considerable skill in this area.
2. An airline flight assistant who has lived through a near crash and was cited for bravery in taking care of passengers and staying calm during the near disaster.
3. A minister who is well liked by the members of the community and who over the years has not only preached religious faith but lived it.
4. A construction worker who works about three or four months out of the year. A hard worker, willing to work whenever a job is available.
5. A lawyer who was elected to the U.S. Senate several years ago, served on many committees and has come to value authority and influence over others.
6. A practical nurse concerned for the well-being of others. This person has had much training and is very good in first aid.
7. A jazz pianist, a fine musician who appreciates music for its aesthetic values.

8. A police officer who has been tough, and has helped cut down on the crime rate. Recognition received for performance on the force is one of the things that has been rewarding to this individual.
9. A person who is disabled as a result of war and therefore is unable to find employment. Steadfast and loyal to the U.S. government, this person has no regret over the time spent in the service and feels the fighting was for a worthwhile cause.
10. An automobile mechanic who gets a real sense of accomplishment from putting things back in working order.
11. A librarian who is familiar with many books and has read a lot. This person has always appreciated knowledge for its own sake.
12. A social worker who works with families. This person has been a great help to people as they deal with problems in their lives through conveying peace of mind and inner security to them.
13. A beauty operator who is very good at working on both men's and women's hair.
14. A space engineer who has been active in working in the space program and knows a lot about all areas of science.
15. A person who is strong advocate of the counter culture and a communal life style.

EXERCISE 2

ACTIVITIES I ENJOY

On the diagram below, list 10 activities you enjoy doing in the left hand column. They may include such things as swimming, playing tennis, sewing, reading, playing records, working on cars, going to concerts, watching T.V., collecting things, etc.

Activities I enjoy	People	Things	Data

Now categorize your interest in the following way:

1. Put a check in the column marked People beside any activity that mainly involved being with or working with people.

2. Put a check in the column marked Things beside any activity that mainly involved working with things. (although the activities may take place in the company of other people, the primary emphasis is on producing or enjoying some product of your efforts.)
3. Put a check mark in the column marked Data beside any activity that mainly involved working with data. (Data refers to various types of information, words, symbols, numbers, ideas.)

You may check any activity more than once. After checking the various activities, record the total number of responses for each column. By examining your totals perhaps you can gain a better understanding of the way you like to spend your time. To increase this understanding, after you have completed this general classification, think about the activities and see if you can find anything else they have in common, which you had not listed before. List these additional areas on the blank of your worksheet.

EXERCISE 3

S T R E N G T H S

In the spaces below, list all the strengths you feel you have. Remember that strengths are special skills and abilities which make it possible for you to do the things you want. Think very carefully and allow yourself to honestly state what your strengths are.

1. School subject (eg. biology, business, math. . .):
2. Sports (eg. tennis, basketball. . .):
3. Skills and Talents (eg. typing, creative writing, dancing. . .):
4. Personal Characteristics (eg. well-organized, reliable, honest, open-minded):
5. Interpersonal skill (involves how you relate to others. (eg. makes friends easily, comfortable, taking in front of the groups, understanding other people's feeling)).
6. Others:

EXERCISE 4

MIRACLE WORKERS

For this exercises we'd like you to imagine that you've just been introduced to a group of miracle workers. The gifts of these miracle workers may correspond to needs you have. Here is a description of these different individuals. They try to decide which of these people can best provide you with what you want. Do this by choosing six miracle workers whose gift you would most like to receive and six whose gifts you would least like to receive.

Miracle Worker 1 - She can guarantee that you will enjoy a high degree of social status through out your life.

Miracle Worker 2 - He can assure you that you will do many creative and original things in your life time.

Miracle Worker 3 - She can make sure that you will always have money for the necessities of life such as food, housing and clothing.

Miracle Worker 4 - He can guarantee that you will do much to help others and contribute to making this world a better place.

Miracle Worker 5 - She can make sure that you will be able to do many things on your own and be alone much of the time.

Miracle Worker 6 - He can assure you that you will have fairly definite routines to follow in your work and personal life.

Miracle Worker 7 - She is able to guarantee that you will have the opportunity to provide leadership in many different situations.

Miracle Worker 8 - He can make sure that you will experience a great deal of variety and change throughout your life.

Miracle Worker 9 - She can make sure that you will have time to do the things you want to do.

Miracle Worker 10 - He can make certain that you will do a lot of thinking about your beliefs and that you will always strive to live in accordance with your values and ideals.

Miracle Worker 11 - She will make sure that your intellectual capacities are highly developed and that much of what you do will focus on obtaining knowledge and understanding.

Miracle Worker 12 - He can guarantee that you will experience a variety of challenging situations that will provide you with many opportunities taking risks.

Miracle Worker 13 - She can readily guarantee that you will always have a great deal of responsibility in work and other faces of your life.

Miracle Worker 14 - He can make sure that you will always be able to use your skills, abilities and talents.

Miracle Worker 15 - She is able to assure you that you will live an orderly and predictable life and always have a fairly good idea about what is going to happen next.

Miracle Worker 16 - He will make sure that you will always experience a sufficient degree of independence.

Miracle Worker 17 - She can guarantee that you will always be in contact with many different people in your work and daily living.

Miracle Worker 18 - He will provide you with constant care so that you never feel alone and always feel secure.

Miracle Worker 19 - She will provide you with ample opportunity compete with others.

Miracle Worker 20 - He can assure you that you will have authority over others and be able to influence people.

Miracle Worker 21 - He can guarantee that you will enjoy and appreciate the beauty of many different things.

Miracle Worker 22 - He will make sure that you are provided with numerous opportunities for physical activity.

EXERCISE 5

Your Needs:

Of course there are really no miracle worker, but there are things that you can do, now and in the future, to help you achieve the satisfactions you desire, particularly if you are aware of what needs are more important to others. On this page, list 4 of the strongest needs that you have been identified. For each of these needs, list what you are now doing or could do to satisfy them. In addition, try to think about ways that these needs might be satisfied in the future through work and other activities.

Example: <u>Need</u>	Helping others
<u>Present</u>	Tutoring someone at school
	Taking care of pets
	Helping a friend with a problem
<u>Future</u>	Becoming a teacher/ Counselor
	Raising a family

NEED:NEED:PRESENT:PRESENT:FUTURE:FUTURE:NEED:NEED:PRESENT:PRESENT:FUTURE:FUTURE:

EXERCISE 6

VALUE AUCTION SHEET

	Amount I Budgeted	Highest Amt. Bid	Top Bid
1. A satisfying and fulfilling marriage.			
2. Freedom to do what I want			
3. A chance to direct the destiny of a nation			
4. The love and admiration of friends			
5. Travel and tickets to any cultural or athletic event as often as I wish			
6. Complete self-confidence with positive outlook in life			
7. A happy family relationship			
8. Recognition as the most attractive person in the world			
9. A long life free of illness			
10. A complete library for my private use			
11. A satisfying religious faith			
12. A month's vacation with nothing to do but enjoy myself			
13. Lifetime financial security			

	Amount I Budgeted	Highest Amt. Bid	Top Bid
14. A lovely home with a beautiful setting			
15. A world without prejudice			
16. A chance to eliminate sickness and poverty			
17. International fame and popularity			
18. An understanding of the meaning of life			
19. A world without graft, lying or cheating			
20. Freedom within my work			
21. A really good love relationship			
22. Success in my chosen profession or vocation			

EXERCISE 7

List of Values

This instrument was prepared to help individual compare their own values. Each value is examined in two ways. First, weigh each value according to its importance to you. Place a check mark next to the phrase which best indicates the importance the value has for you. Second rank the top (five) values from your list.

Power: Possession or control authority or influence over others.

not important
 moderately important
 quite important
 extremely important

Love: A strong feeling of affection and fondness warm attachment enthusiasm or devotion, unselfish devotion that freely accents another in loyalty and seeks his/her good.

not important
 moderately important
 quite important
 extremely important

Aesthetics: The appreciation and enjoyment of beauty for beauty's sake.

not important
 moderately important
 quite important
 extremely important

Physical Appearance: Concern for the beauty of one's own body.

not important
 moderately important
 quite important
 extremely important

Health: The condition of being sound in body, freedom from physical disease or pain, the general condition of the body, well-being.

not important
 moderately important
 quite important
 extremely important

Skill: The ability to do something well and expertly as a result of training, practice or experience.

- not important
- moderately important
- quite important
- extremely important

Emotional well-being: Freedom from over whelming anxieties, tension and inner conflict; peace of mind; inner security.

- not important
- moderately important
- quite important
- extremely important

Knowledge: The seeking of truth, information, or principles for the satisfaction of curiosity, for use, or for the power of knowing.

- not important
- moderately important
- quite important
- extremely important

Morality: The belief in and keeping of ethical and moral standard.

- not important
- moderately important
- quite important
- extremely important

Religious Faith: Having a belief in God and practicing some form of religion

- not important
- moderately important
- quite important
- extremely important

Justice: The quality of being impartial or fair; valuing truth, fact or reason, having the desire to treat other fairly.

- not important
- moderately important
- quite important
- extremely important

Altruism: Having concern for the well-being or interests of other people.

- not important
- moderately important
- quite important
- extremely important

Recognition: Being made to feel significant and important; being given special notice or attention.

- not important
- moderately important
- quite important
- extremely important

Pleasure: The feeling of being pleased; delight joy, pleasure stresses satisfaction, contentment, enjoyment or gratification rather than visible happiness.

- not important
- moderately important
- quite important
- extremely important

Wisdom: The possession of knowledge, good sense and good judgment.

- not important
- moderately important
- quite important
- extremely important

Honesty: The fairness or straight-forwardness of conduct sincerity; truthfulness frankness.

- not important
- moderately important
- quite important
- extremely important

Achievement: Accomplishment, a result brought about by one's effort and persistence. The word "Achieve" is defined as to bring to a successful conclusion; accomplishment: to attain a desired end or aims.

- not important
- moderately important
- quite important
- extremely important

Autonomy: The ability to be independent and not controlled by others.

- not important
- moderately important
- quite important
- extremely important

Wealth: Large amount of valuable material possessions
property money or riches.

- not important
- moderately important
- quite important
- extremely important

Loyalty: Maintaining faithfulness to a person, group,
institution or political system.

- not important
- moderately important
- quite important
- extremely important

EXERCISE 8

VALUE RANKING

Now go back over the list of values. Look closely at those values you checked as extremely important and quite important. On the following lines write in your top five values from the listing.

1. _____
2. _____
3. _____
4. _____
5. _____

These are not the values on which people base their choices but these are some values that appear to be common among many people. These are your values at this point in time, as you continue to learn more about yourself and your environment they may change, and you may broaden the range of things you value.

EXERCISE 9

Learning to Act on Your Value

When you are working with a group and there is something to be done, how do you select which activities you must want to do? On the following questionnaire, indicate whether each of the reason given for doing an activity is very important, somewhat important, not very important or not important at all to you.

	Very Impt	Some what impt	Not very impt	Not at all
1. I like to do the activity				
2. If I do the activity now, I can do more exciting things in the future.				
3. I will get something in return for doing the activity.				
4. Doing the activity will make me seem important.				
5. I feel it is real important to do the activity.				
6. I know how to do the activity				
7. I do the activity that other people want me to do.				
8. I select the activity because I think it will help other people.				
9. I select the activity because I will be able to work with people I like.				
10. I select an activity that is new and exciting.				

After you have completed the work questionnaire you will be doing a group exercise where the group task will be to build a tower. During this exercise you will have the opportunity to analyze which values caused you to act as you did during the activity.

EXERCISE 19

Work Value Inventory

For the first exercise in this module, you will be using your "Work Value Inventory". Write down ten things that you've done in the last month which you would consider work. Remember, work is simply something to which you are willing to devote time and energy.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

When you finished your list, take a look at the sheet entitled "Some Value Related To Career Choice". All of the values on this list provide different kinds of satisfaction. In some of them the satisfaction is simply really enjoying what you are doing. In others, the satisfaction involves a relationship with others, their praising you, or their getting some benefit from what you're doing. Read the value sheet carefully, and follow the instruction given to you.

EXERCISE 11

Some Values Related To Career Choice

Int. - / Put a check in the column marked "Int" besides any activity which you did because you really enjoyed it and were INTERESTED in it.

Adn. - / Put a check in the column marked "Adn" beside any activity which you did because you thought it would get you ahead or lead to do something good in the future - that is it would lead to ADVANCEMENT. For example you may not enjoy studying, but you think in the long run it will pay off for you to study.

Rew. - / Put a check in the column marked "Rew" beside any activity which you did because you thought someone else would REWARD you for doing it. This might mean that you would earn money, or perhaps your parent would grant you privileges if you did the activity.

Pres. - / Put a check in the column marked "Pres." beside any activity which you did because you thought others would respect you or give you special recognition for it - in other words it would bring you PRESTIGE. For example you did something to impress the person you're going with.

Per. - / Put a check in the column marked "Per" beside any activity which you did because it had deep meaning for you - that is it has a PERSONAL GOAL, something you've always wanted to do.

Abl. - / Put a check in the column marked "Abl" beside any activity which you did because you are particularly good at doing it - that is you have the ABILITY to do it well.

Soc. - / Put a check marked in the column "Soc" beside any activity which you did because you knew it would help someone else SOCIAL SERVICE that is something which you felt would make a contribution to other people or to society.

Sec. - / Put a check in the column marked "Sec", beside any activity which you did because you feel SECURE doing it - something that you're familiar with, that you've done before, and that you know it will be easy for you to do.

Rel. - / Put a check in column marked "Rel" beside any activity which you did because you like the people that you deal with - that is any activity which enable you to form RELATIONSHIP, to be friend or people who interest you.

Adv. - / Put a check in the column marked "Adv." beside any activity which you did because you thought it was something new and exciting to do - that is an activity which was ADVENTUROUS because it was different from the types of things you usually do.

You may check more than one value for each activity. In the last column on the right hand side of the value sheet indicate whether you performed this activity mainly for the satisfaction you would get from other people or for your own personal satisfaction. Check "Other" when your enjoyment of the activity depends mainly on relationships with others, and check "self" when the satisfaction comes from a purely personal source.

Tally the column, you can then easily tell which values are most important to you at this time in your life. The value which has the most checks is probably the most important value for you, and the value with the least checks is probably your least important values. Does your satisfaction with these activities come mostly from your involvement with other or are you most content working on your own? You will be using your five top values in the later session in this module, so note clearly which are your top five value.

EXERCISE 12

Personality Perspective

The following are ways that people describe themselves. Keep in mind that these are not the only ways. A lot of people possess some characteristics of each description. Do some of these descriptions fit you?

ARTISTIC

If you are an artistic person, then the chances are that you typically are clever and original in your thinking. You're able to use imagination in creating art which may take a variety of forms - leatherwork, sewing, writing, room arrangement and decoration are just a few. As an artistic person, you can often draw upon your physical and social skills to come up with solutions to problems that break through boundaries of thought that other people set for themselves.

ENTERPRISING

Adventure, energy and enthusiasm for tasks you undertake are characteristic of enterprising persons. You may be willing to spontaneously try out new experiences and chances are you approach these experiences with self-confidence. You're apt to be fairly talkative and skilled in persuading others to see things your way.

CONVENTIONAL

Practical thinking is one of your characteristic if you are conventional person. You usually choose goals which are similar to expectations others hold for you. If you have a problem to solve, you first think it through very thoroughly and approach it in a very logical systematic way.

INVESTIGATIVE

If you are an investigative person, then chances are you are a explorer cautious and independent explorer. You analyze problems carefully and solve them through arranging ideas, words, and symbols. You are an expert question-asker, and you probably ask a lot of them.

REALISTIC

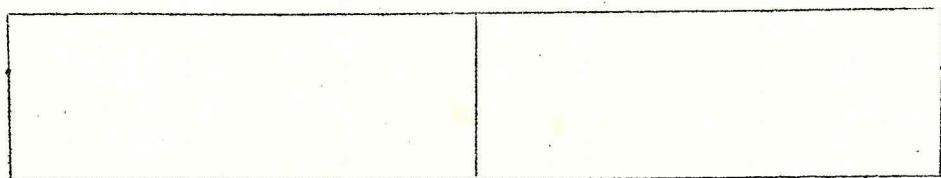
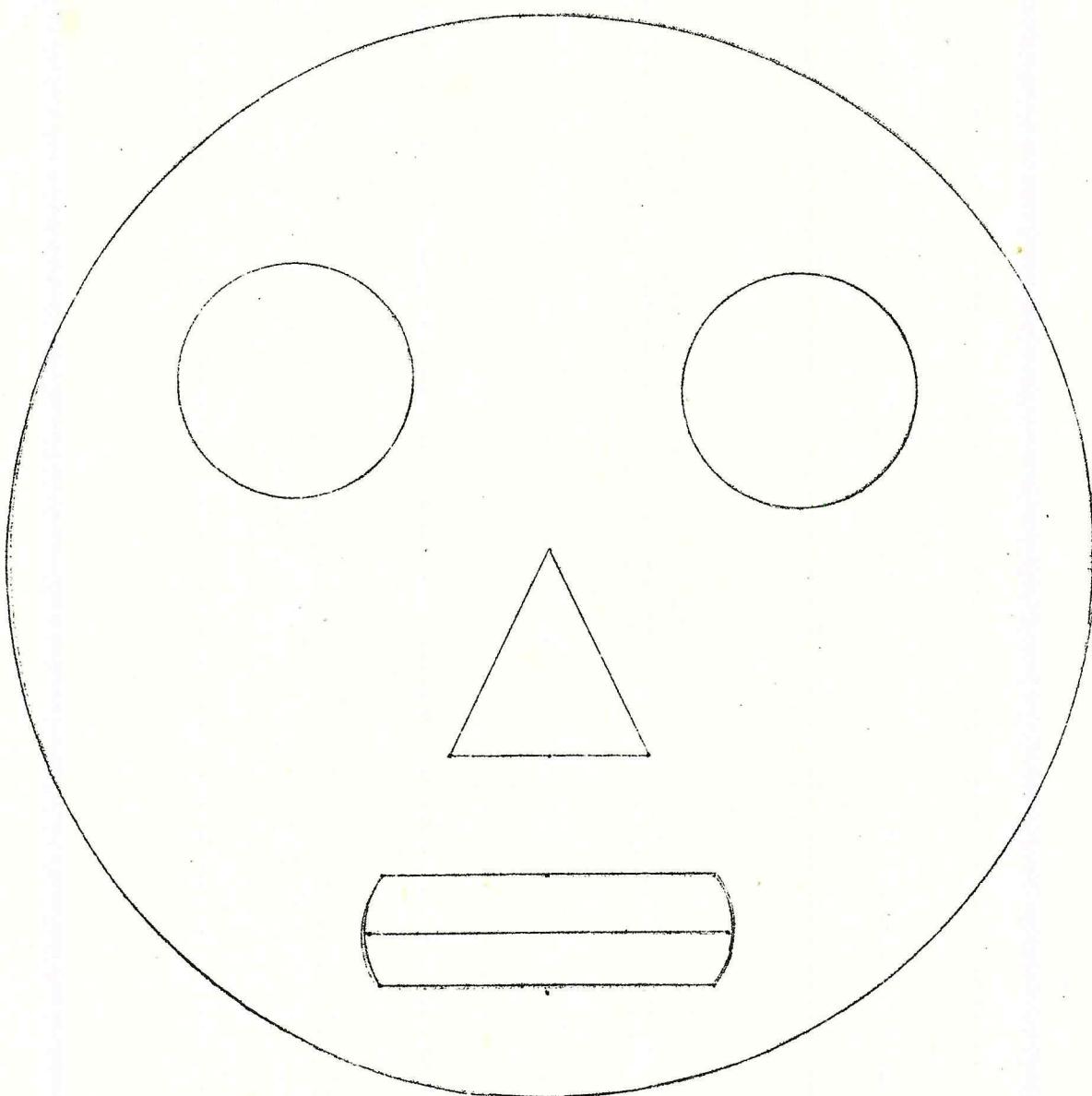
Are you consistent and objective in your thinking? Then you may consider the possibility you are a realistic person. Your way of solving problems is to get up and try out various solutions rather than sitting home and thinking about them. You have definite ideas which you find difficult to change except through actual experiences.

SOCIAL

If you are a social person, then you probably really appreciate being with other people and chances are you are more often found with friends than alone. Your way of solving problem is to focus on your feelings and the feelings of others. Because of your skills, you may find others coming to you for support and assistance.

EXERCISE 13

Face Completion

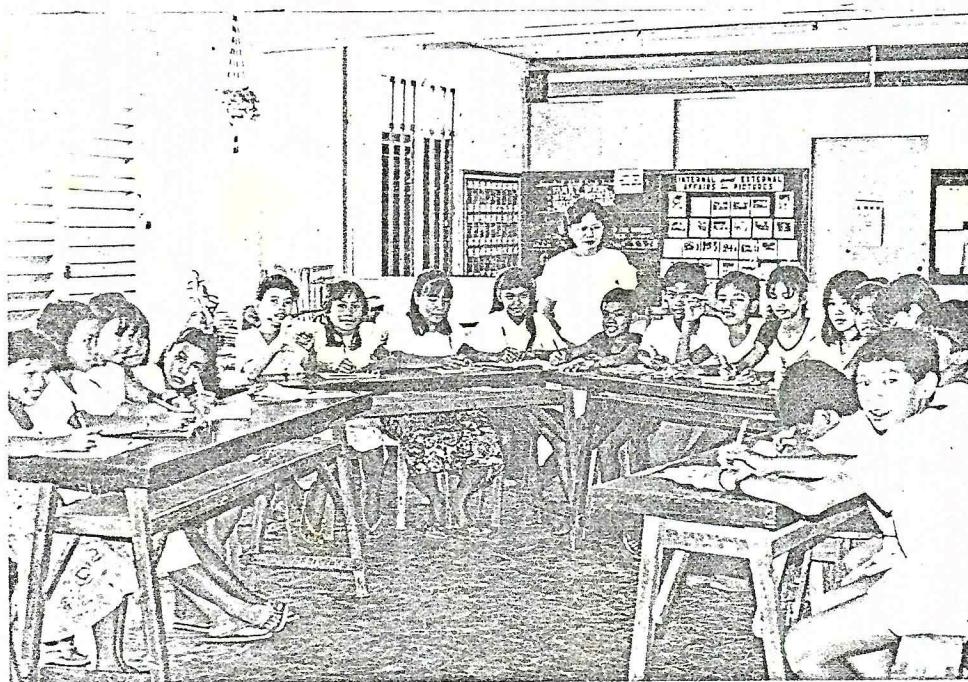


EXERCISE 14

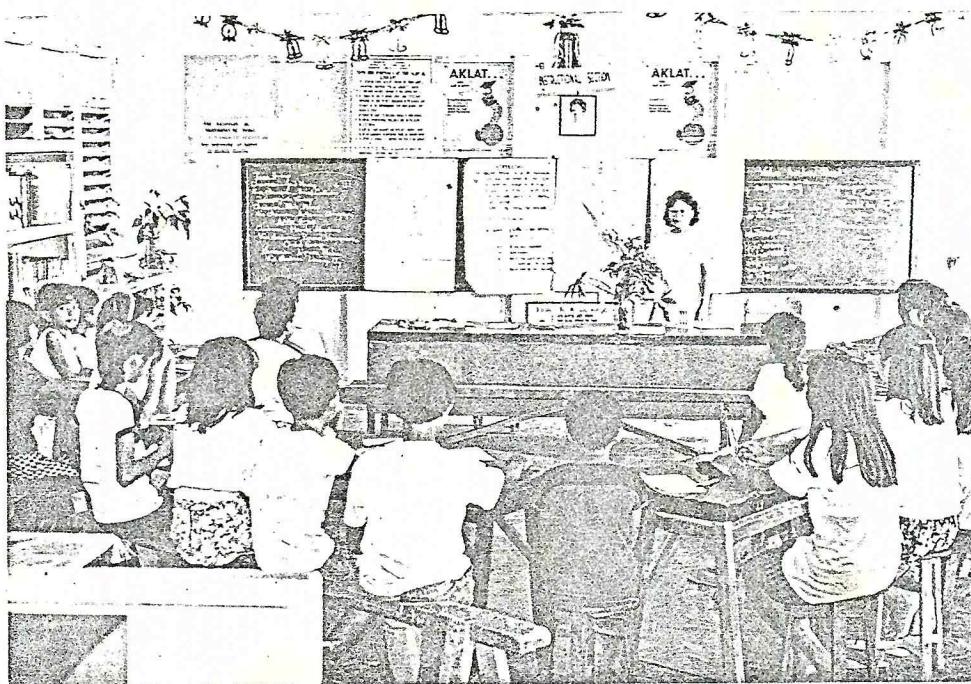
Life Style Planning

1. The needs that you have and the way you live your life at present and the way you would want to live it in the future may depict the kind of life-style you have. Life-style planning has a bearing on the identified needs that you have and how you would like this to be fulfilled.
2. Here you will focus on exploring your feelings about a variety of different life styles. An exercise like this is designed to help develop better understanding of your own life-style preferences. In talking about person's life-style; we are referring to the way a person lives - this includes one's work, home, life, and use of leisure time.
3. Although people usually do not have complete control over their life-style, individuals, can to a large extent, shape and determine their way of life. This exercise, therefore, is designed to give an opportunity to explore several different style preferences you seem to have.
4. Write the kind of life-style that you would like to live in the future.

P I C T O R I A L



Orientation Session - Relaxed and friendly relations among participants.



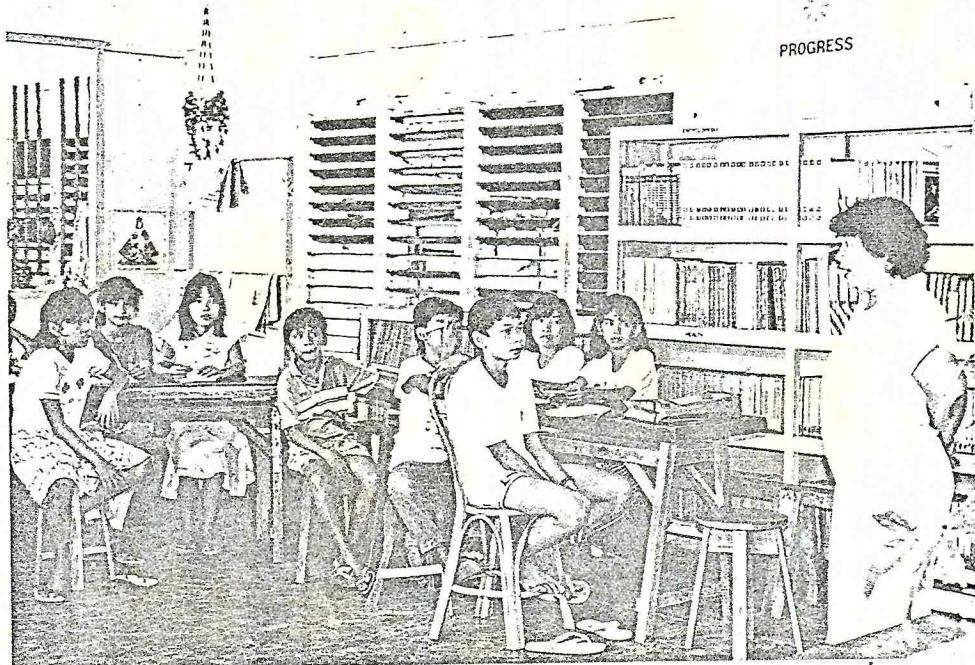
Discussion on the importance of early preparation for a career.



Playing a game which will provide them the opportunity to know and understand themselves better.



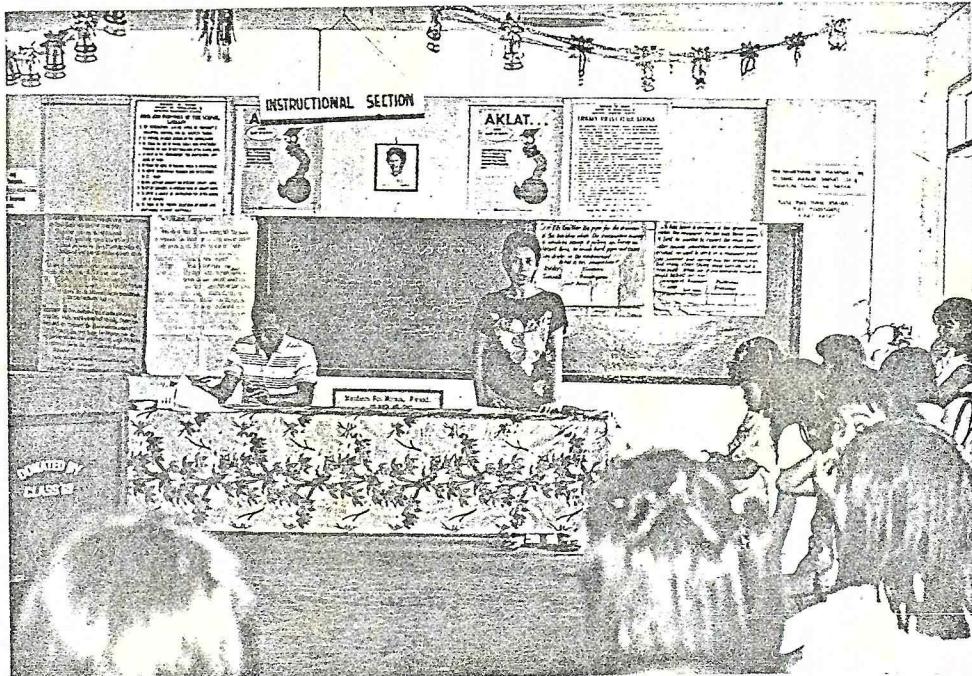
With a resource person, Mrs. Guadalupe Cinco, Guidance Counselor of Catbalogan I Central School, who interpreted the test results of the pupils with perception of self as related to their probable career choices.



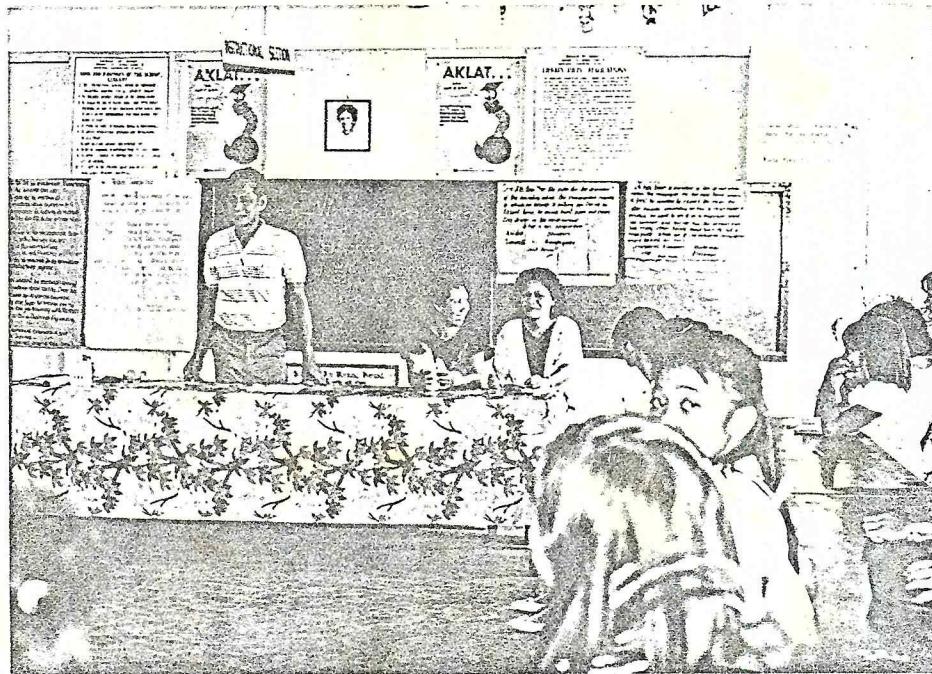
With Asst. Prof. Phebe R. Nacionales of SSPC, a resource person, as she discusses the steps on decision-making.



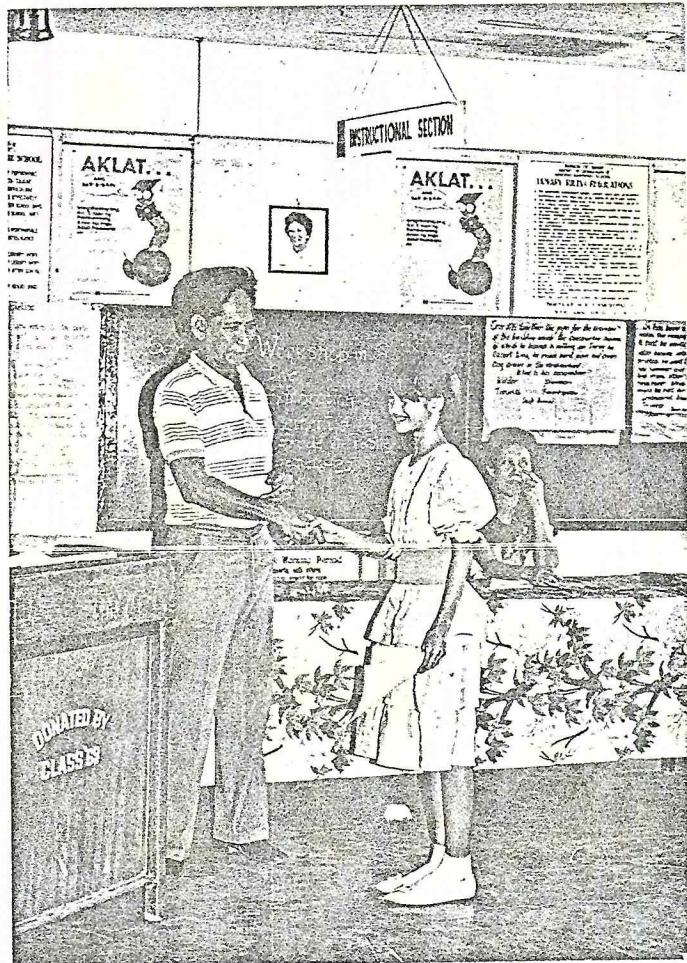
The researcher conducting the post-test of the CEI to both the Experimental and the Control Group.



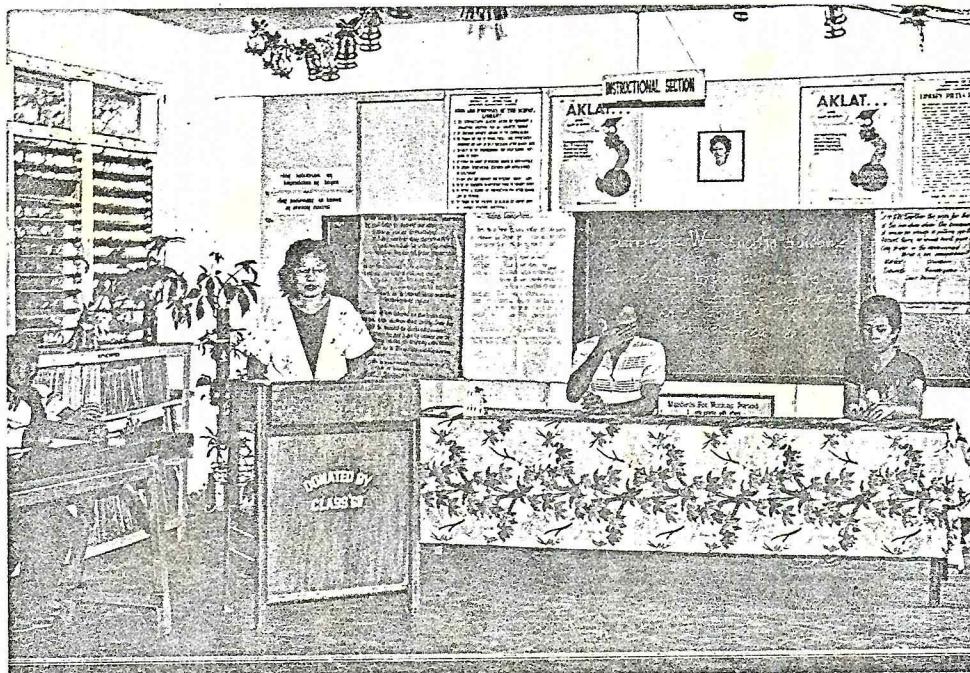
Miss Irene Perez, librarian of Mercedes Elementary School, giving the opening remarks during the culminating activity.



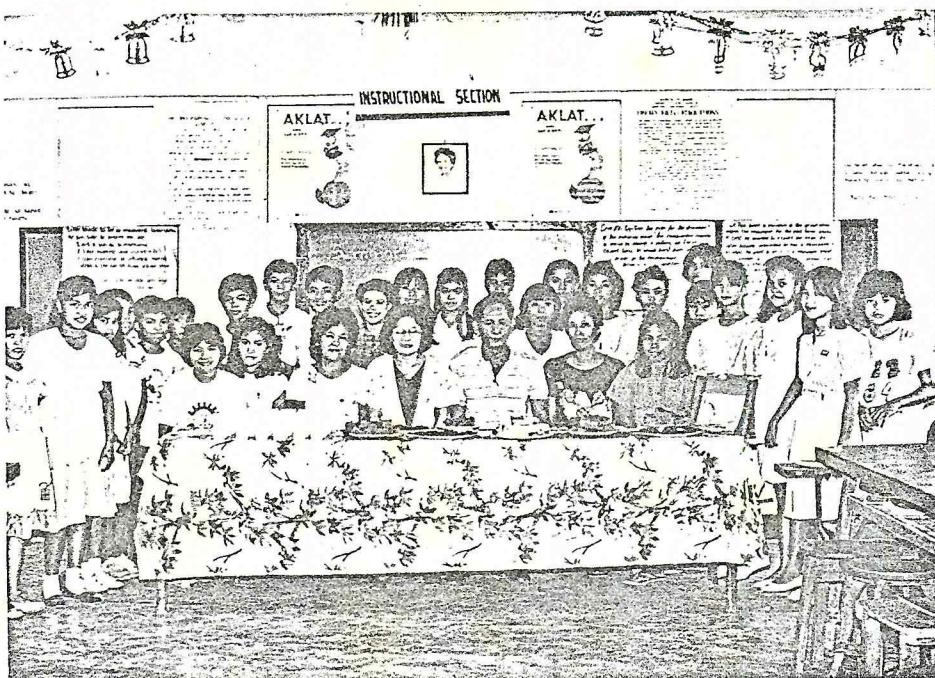
With Mr. Cristito I. Codoy, Principal of Mercedes Elementary School, who delivered the inspirational talk to the pupils during the culminating program.



A certificate of participation being given to one of the participants by the school principal



The researcher delivering her closing remarks during the closing program.



The awaited moment of the participants of the seminar - "The Mini Party".

CURRICULUM VITAE

NAME : ERLIINDA GAL CORRIGE
 ADDRESS : 501 San Francisco St.
 Catbalogan, Samar
 DATE OF BIRTH : May 14, 1944
 PRESENT POSITION : Elementary Grades Teacher
 STATION : Mercedes Elementary School
 CIVIL STATUS : Married

EDUCATIONAL BACKGROUND

Elementary Pagsanghan Elementary School
 Pagsanghan, Samar
 School Year 1952-1958

Secondary Samar School of Arts and Trades
 Catbalogan, Samar
 School Year 1958-1962

College National Teacher College
 Quiapo, Metro Manila
 School Year 1962-1963

College Samar College
 Catbalogan, Samar
 School Year 1963-1967

Graduate studies Arellano University
 Metro Manila
 School Year 1968-1969

College Leyte State College
 Catbalogan External
 studies Center
 Catbalogan, Samar
 School Year 1976-1978

College Samar State Polytechnic College
 Catbalogan, Samar
 School Year 1985-1989

CIVIL SERVICE ELIGIBILITY

Teacher Examination, Catbalogan, Samar 1968.

POSITIONS HELD

Classroom Teacher Pagsanghan Elementary School
Pagsanghan, Samar
1967-1978

Classroom Teacher Mercedes Elementary School
Catbalogan, Samar
1978-1984

Science Teacher Mercedes Elementary School
(Grade V) Catbalogan, Samar
1984-1985

• • • • • Mercedes Elementary School
Cebbalogan, Samar
1984-1985

Guidance Counselor Mercedes Elementary School
Catbalogan, Samar
1985 to the present

Grade VI Mathematics
Teacher Mercedes Elementary School
Catbalogan, Samar
1987 to the present

STUDY GRANT

Magna Carta for Teachers. . Samar State Polytechnic College
(R.A. 4670) Cebbalogan, Samar
1986-1987

SEMINARS AND WORKSHOPS ATTENDED

Siminar sa Bilinggwalismo, Eduk. Bilingual na idinaos sa Catbalogan, Samar, noong Julio 5-9, 1979 na may 40 oras na pag-sasanay.

GSP Star Age Leadership Training Course held in Catbalogan, Samar on November 21-25, 1972 with 40 training hours.

Population Education Training Course for Elementary School Teachers held at Catbalogan, Samar, from August 5-9, 1974 with a total of 40 training hours.

Pansengay na Gawaing Karyulungan sa Pilipino na idinaos sa Catbalogan, Samar, noong Agosto 30-Setyembre 3, 1976 na may 40 oras na pag-sasanay.

Division Seminar Practicum in Art Education held at Catbalogan, Samar, on August 16-18, 1976 with 24 training hours.

Level -3 Mass Training of Grade III Teachers on the use of EDPITAF Textbook held at Catbalogan, Samar from April 26, 1978 to May 5, 1978 with 80 training hours.

GSP Star Age Level Training Course conducted at Sta. Margarita, Samar, on September 22-26, 1974 with 32 training hours.

Basic Course conducted at Tarangnan, Samar on August 16, 1972 with 32 training hours.

Level IV Teachers' Training at Catbalogan, Samar, from July 25, 1977 to October 29, 1977 with 72 training hours.

Scouting Fundamental and Program Planning Courses held at Catbalogan, Samar, on November 14-17, 1979 with 24 training hours.

Division Seminar Workshop in Social Studies held at Catbalogan, Samar, on February 28-29, 1980 with 16 training hours.

Seminar Workshop in Guidance on the Theme "Reorientation of school Administrator, Guidance Personnel and Classroom Teachers to Guidance held on July 9-10, 1984 with 34 training hours.

CO-CURRICULAR ACTIVITIES

Grade III Chairman	Mercedes Elementary School Catbalogan, Samar School Year 1981-1982
Chairman	Grade V, Relieving Teacher Mercedes Elementary School School Year 1984-1985
Star Scout Leader	Mercedes Elementary School Catbalogan, Samar School Year 1982-1983
Auditor	Mercedes Teachers' Club Mercedes Elementary School Catbalogan, Samar School Year 1984-1985
Secretary	Mercedes Teachers' Club Mercedes Elementary School Catbalogan, Samar School Year 1987-1988
Vice President	Mercedes Teachers' Club Mercedes Elementary School Catbalogan, Samar School Year 1988-1989
Examiner	District Achievement Test Catbalogan II District School Year 1984-1985
Examiner	National College Entrance Examination, Catbalogan, Samar School Year 1985 to the present
Examiner	Career Service Examination Catbalogan, Samar School Year 1986 to the Present

Member District Ranking Committee
Catbalogan, Samar
Catbalogan II District
School Year 1984-1985

Discussant Re-Echo seminar Workshop in
Guidance, Catbalogan II
Central School
School Year 1984-1985

Discussant Reg-Fecho Seminar Workshop on
Research and Evaluation
Catbalogan II Central School
School Year 1987-1988

Team Leader Received a Certificate of
Appreciation in the Construc-
tion of a Functional Purok
Reading Center
Mercedes, Catbalogan, Samar
School Year 1986-1987

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