

UNDERSTANDING THE CAREERS OF STUDENTS: INSIGHTS FOR EFFECTIVE GUIDANCE AND COUNSELING STRATEGIES

¹Maria Archie A. Cabig, ²Joseph S. Callanta, ³Rizalia Aurea C. Cabrera, ⁴Ace N. Bombaes, ⁵Jet Martine S. Geronimo

¹⁻³Graduate Students, Polytechnic University of the Philippines-Sta. Mesa

⁴Faculty Member, National University Philippines

⁵Faculty Member, Kolehiyo ng Lungsod ng Dasmariñas

¹archiearmero@gmail.com, ²josephscallanta@iskolarngbayan.pup.edu.ph, ³Generalrac2122@gmail.com, ⁴anbombaes1@nu-dasma.edu.ph, ⁵jmsgeronimo@kld.edu.ph

*Corresponding Author: Maria Archie Cabig (archiearmero@gmail.com)

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Abstract

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The primary objective of this research was to develop a guidance and counseling program specifically designed to address the career-related needs of undergraduate Psychology students at Cavite State University-Silang. The methodology involved administering a needs assessment questionnaire to the entire student population, employing total population sampling to collect data from 565 undergraduate Psychology students. Data analysis utilized descriptive statistics frequency, percentage, and ranking methods to identify and prioritize student concerns. Demographic analysis showed that the sample was predominantly female (81.77%). By year level, fourth-year students made up the largest group (31.33%), followed by third-year (28.85%), first-year (23.54%), and second-year (16.28%) students. Importantly, students identified their paramount career concern (Rank 1) as the need for more information about their personal traits, interests, skills, and values (43.01%). Secondary concerns included uncertainty about their current course (10.97%, Rank 2) and the need for more information about specific courses and occupations (9.20%, Rank 3). These findings led to the proposal of a Guidance and Counseling Intervention Program aimed at equipping students with awareness and confidence in their career choices while proactively addressing challenges. The program also seeks to bridge the gap between students and available guidance and counseling resources. This study's results provide a solid foundation for enhancing Guidance and Counseling services in both private and public schools across Cavite, ensuring that students receive relevant support tailored to their career development needs. This approach aligns with best practices in career counseling for undergraduate psychology students, which emphasize self-awareness, exploration of personal traits, and preparation for career decision-making to improve adaptability and confidence in career planning.



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Introduction

Career development is a fundamental aspect of a student's educational journey, significantly influencing their future aspirations and professional identity (Super, 1990). As students navigate this critical phase, they often encounter various challenges and uncertainties, including difficulties in identifying their career interests, a lack of confidence in decision-making, and external pressures from family and society. These challenges can adversely affect not only their academic performance but also their mental health and overall life satisfaction (Brown and Lent, 2013). Recognizing these challenges, this study aims to explore the career concerns faced by students at Cavite State University-Silang. The findings will serve as a foundation for developing a comprehensive guidance and counseling intervention program tailored to empower students in navigating their career paths with confidence and clarity.

Literature Review

One of the challenges encountered by the students is career indecision (Isabakar, 2001). It is a prevalent concern among students, frequently linked to insufficient self-awareness and limited exposure to diverse career options. Research by Holland (1997) highlights that a misalignment between a student's personality traits and their chosen career path can lead to dissatisfaction and decreased productivity.

The transition from education to employment is further complicated by evolving market demands, technological advancements, and economic uncertainties. According to Brown and Lent (2013), effective career decision-making in the 21st century requires adaptability, resilience, and a proactive approach to skill acquisition. Effective guidance and counseling interventions can be pivotal in addressing these concerns. Participation in career guidance enhances the connection between academic experiences and future career endeavors, thereby improving overall career preparation (Isabakar, 2001). As Baker (2000) notes, adolescents require 'transition enhancement assistance' to prepare them for further education, training, or employment.

The necessity of aligning individual preferences with career goals to promote fulfillment and success in the workforce is a key theoretical principle underpinning this study. Specifically, this research aligns with established career development principles... concepts central to theories like those proposed by Super (1990) and Holland (1997).

Statement of the Problem

The study sought to address the following questions:

1. What are the demographic characteristics of the respondents in terms of:
 - 1.1 Year level
 - 1.2 Sex
2. What are the respondents' current career concerns?
3. Based on the results, what Guidance and Counseling Intervention Program is most applicable to the students?

Theoretical Framework

The necessity of aligning individual preferences with career goals to promote fulfillment and success in the workforce is a key theoretical principle underpinning this study. Specifically, this research aligns with established career development principles: The challenges faced by students relate directly to the need for self-awareness in terms of personal traits, interests, skills, and values, concepts central to theories like those proposed by Super (1990) and Holland(1997). Super (1990) emphasizes the importance of aligning preferences for fulfillment, while Holland (1997) highlights that a

misalignment between personality traits and career path can lead to dissatisfaction and decreased productivity. The Developmental and Trait-Factor Focus provides the essential blueprint (identifying who the student is their traits, interests, and skills).

Methodology

Respondents and Sampling

This research addressed the career-related needs of 565 undergraduate Psychology students at Cavite State University-Silang. The study aimed to identify demographic characteristics and current career concerns to develop a targeted Guidance and Counseling Intervention Program. Using a total population sampling method, the researchers utilized a structured needs assessment questionnaire to prioritize student issues through frequency and ranking analysis. The student population was predominantly female (81.77%), with 462 female and 103 male participants. The distribution across year levels was as follows: Fourth-year: 177 students (31.33%); Third-year: 163 students (28.85%); First-year: 133 students (23.54%); and Second-year: 92 students (16.28%)

Research Instruments

A structured survey questionnaire was utilized to collect the necessary data. This instrument was designed to function as a needs assessment tool, ensuring the collection of specific information required to meet the study's objectives: exploring career concerns and using the findings as a basis for developing a comprehensive guidance and counseling intervention program.

The questionnaire was logically divided into three primary sections:

1. **Demographic Characteristics:** This initial section collected data on the respondents' year level and sex. This information was essential to address the first objective of the Statement of the Problem and provide context for the findings.
2. **Career Concerns:** This critical section addressed students' current career-related uncertainties and challenges. Respondents were instructed to select their concerns from a predefined list. The indicators included key areas such as the need for information about personal traits, uncertainty about their current course of enrollment, and challenges with goal-setting. The data collected here directly addressed the second objective of the study and was prioritized to inform the specific components of the proposed intervention program.
3. **Open-Ended Suggestions:** A space was provided for respondents to share additional concerns or suggestions for improvement. This ensured that qualitative feedback was integrated to enhance the comprehensiveness and applicability of the proposed Guidance and Counseling Intervention Program.

To ensure the quality of the data, the instrument was pre-tested for validity and reliability to ensure that it effectively captured the intended data

Data Gathering

The data gathering procedure was designed to facilitate maximum participation across the total population of 565 students, ensuring the collection of robust data essential for the needs assessment.

Ethical and Procedural Steps

First, the study obtained ethical approval before commencing data collection. To ensure voluntary and informed participation, the researchers secured a signed informed consent form from each respondent,

which outlined the nature and scope of the study. Respondents were briefed about the study's objectives exploring their career concerns and were guaranteed the confidentiality and anonymity of their responses. Participants were also informed that participation was voluntary and that they could withdraw at any time without penalty.

Execution of Data Collection

The questionnaires were distributed through Google Forms with clear instructions, allowing for efficient administration across a large sample. The survey was conducted during scheduled sessions to ensure maximum participation from the Psychology student body. The data collection process spanned two weeks, allowing sufficient time for all 565 students to participate and ensuring that the data accurately reflected the experiences of the entire population. Each respondent completed the needs assessment questionnaire in approximately 30 minutes.

Data Handling and Analysis Preparation

Following data collection, the researchers extracted the data from Google Forms and analyzed the results using Microsoft Excel. This process prepared the data for statistical analysis, which utilized frequencies, percentages, and ranking methods to identify the most frequent demographic characteristics and, most importantly, the most prevalent career concerns. This analytical step directly informed the development of the proposed Guidance and Counseling Intervention Program. Regarding data security, the participants and institutions were informed of the privacy measures employed, as the data contained confidential information. In compliance with the Philippine Data Privacy Act, the researchers confirmed they will destroy or delete the data after the study.

Statistical Analysis

The data analysis was systematically conducted using descriptive statistics to fulfill the study's primary objectives of conducting a comprehensive needs assessment and providing a foundation for the proposed intervention program. Specifically, the responses to the demographic characteristics (Objective 1) and career-related items (Objective 2) were analyzed using frequencies and percentages to determine the overall distribution of the student population by year level and sex. Crucially, ranking methods were employed to analyze the career concerns data. This technique was vital for the prioritization of concerns identified by the students, allowing the researchers to determine the most occurring indicator. The results of this analysis particularly the identification of the highest-ranked concerns were then directly used to inform the development of the Guidance and Counseling Intervention Program (Objective 3). The priority concerns identified through this statistical approach included the highest-ranked need for information about personal traits, interests, skills, and values. Secondary concerns, such as uncertainty about the current course of enrollment and difficulty in decision-making, were also prioritized. Consequently, the developed program was tailored to directly address these most prevalent issues identified by the Psychology students.

Findings

Table 1 presents an overview of the demographic characteristics of the respondents, categorized by year level and sex. A total of 565 respondents participated in this research through a total population sampling method. The majority of the respondents are fourth-year students, comprising 177 individuals or 31.33% of the total. This is followed by third-year students, who account for 163 participants, or 28.85%. First-year students represent 133 individuals, making up 23.54%, while second-year students have the lowest representation, with 92 participants, or 16.28%. In terms of sex, female students dominate the sample, with 462 participants, or 81.77%, compared to 103 male participants, constituting 18.23%.

Table 1
Demographic Characteristics of the Students

<i>Variable</i>	<i>Frequency</i>	<i>Percentage</i>
Year Level		
1 st year	133	23.54
2 nd year	92	16.28
3 rd year	163	28.85
4 th year	177	31.33
Total	565	100.00
Sex		
Male	103	18.23
Female	462	81.77
Total	565	100.00

Table 2 presents the current career concerns of the students. The primary challenge identified by students was a lack of self-awareness regarding personal traits, interests, skills, and values, cited by 43.01% of respondents (Rank 1). This suggests a significant level of career indecision often rooted in limited exposure to diverse options. Secondary concerns included Uncertainty about their current course (10.97%, Rank 2); Need for more information about specific courses and occupations (9.20%, Rank 3); and Difficulty in career decision-making and goal-setting (8.67%, Rank 4).

Table 2
Current Career Concerns of the Students

<i>Indicator</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Rank</i>
I need more information about my personal traits, interests, skills, and values	243	43.01	1
I feel uncertain about the course I am currently enrolled in	62	10.97	2
I need more information about certain course/s and occupation/s	52	9.20	3
I have difficulty making a career decision/goal-setting	49	8.67	4
I don't know and I am not sure what to do after graduation	42	7.43	5
N/A	40	7.08	6
I have many goals that conflict with each other	33	5.84	7
I know what I want, but someone else thinks I should do something else	27	4.78	8
I think I am not capable of anything	7	1.24	9
My parents have different goals for me	6	1.06	10
Limited opportunities after graduation	1	0.18	11
I am confident with my dream course			
Internship	1	0.18	11
I need more information about what to do after graduation	1	0.18	11
Total	565	100	

Table 3 shows the proposed Guidance and Counseling Intervention Program applicable to the respondents based on the results. Since a huge portion of the respondents mentioned that students need more information about their personal traits, interests, skills, and values, the proposed intervention will focus on that. The program will commence with the assessment phase followed by workshops and seminars to address the concerns. Individual counseling, peer and mentor support, experiential learning opportunities, and parental engagement will also be employed to help the students navigate their careers.

Table 3

Proposed Guidance and Counseling Intervention Program

Navigating Pathways: A Career Exploration and Development Program

Program Objectives:

1. Enhance students' understanding of career options and align them with their interests, values, and skills.
 2. Equip students with strategies to make informed career decisions.
 3. Address common career concerns such as indecision, external pressures, and lack of opportunities.
 4. Foster confidence in students to pursue their chosen career paths.
-
- Create a bridge between students and available guidance and counseling resources.
-

To address these findings, the study proposes a comprehensive intervention program designed to bridge the gap between students and counseling resources. The program is structured into six key components:

Program Components

1. *Assessment Phase:* Utilizing tools like the Holland Code (RIASEC) or MBTI to align individual personality traits with career paths, thereby preventing future dissatisfaction and decreased productivity by means of encouraging students to document their career-related thoughts, aspirations, and concerns through self-reflection journals.
2. *Workshops and Seminar:* Focusing on “Discovering Your Passion”, “Career Realities and Trends” and “Skills for Success”. These workshops focus on understanding job market trends to enhance internal alignment and practical knowledge; personal interests and values with career goals; and skills-building session covering time management, adaptability, and problem-solving in the workplace.
3. *Individual Counseling:* Providing one-on-one sessions to develop tailored career action plans and address complex challenges like family expectations. This includes “One-on-one career Counseling” which is a personalized session to address unique career concerns and develop individualized career action plans; and “Case Management” for students with complex challenges (e.g., financial constraints, family expectations), provide specialized support and connect them with external resources if needed.
4. *Peer and Mentor Support:* Pairing students with alumni or professionals to gain firsthand industry insightse through “Career Mentorship Program” and “Peer Career Groups” where students can discuss their challenges and learn from each other’s experiences.
5. *Experiential Learning Opportunities:* Through “Career Shadowing” which allows students to observe professionals in their workplace for a day to gain firsthand experience; “Internships” which allow students to collaborate with industries to provide internship opportunities for skill application and networking; and “Project-Based Learning” which encourages students to participate in career-related projects or simulations.
6. *Parental Engagement:* Organizing dialogues and orientations to mitigate external pressures from

family and align parental support with student aspirations.

Discussion

The development of the "Navigating Pathways: A Career Exploration and Development Program" represents a critical, data-driven response to the specific professional and psychological vulnerabilities

of Psychology students at Cavite State University-Silang. Rather than a generic approach, this program is a precision tool designed to address the unique challenges identified in the needs assessment, ensuring that guidance and counseling interventions translate into improved student well-being and decisional clarity.

1. Addressing the Self-Awareness Void: The Foundation of Productivity

The most striking finding of this study is that 43.01% of students, the largest cohort, identify a lack of self-awareness regarding their traits, interests, and values as their primary hurdle. This is not merely a request for more information; it is a call for a foundational identity-building phase. By implementing the Assessment Phase utilizing tools such as the RIASEC or MBTI, the program proactively combats what Holland (1997) describes as the "mismatch" between personality and career. As the sources indicate, such misalignment is a direct precursor to career dissatisfaction and diminished productivity. Consequently, the intervention's focus on self-reflection journals and formal assessments is vital for aligning internal preferences with external career goals to ensure long-term professional fulfillment.

2. Transforming Uncertainty into Actionable Strategy

Beyond self-knowledge, the study revealed that 10.97% of students experience profound uncertainty regarding their current course of enrollment. To resolve this, the program moves beyond simple information delivery toward fostering actionable decision-making skills. Through workshops like "Discovering Your Passion" and individual counseling, the program addresses the specific "taxonomy of career decision-making difficulties" identified by Gati and Asher (2001). By bridging the gap between current academic experiences and future labor market demands, the intervention significantly elevates the quality of the students' overall career preparation.

3. Cultivating Self-Efficacy and Navigating External Pressures

A pivotal goal of "Navigating Pathways" is the cultivation of career self-efficacy the internal confidence required to pursue a path despite inevitable obstacles. As noted by Falco et al. (2010), this self-efficacy is the engine of empowerment for students. The program fuels this engine through "Experiential Learning" which allows internships and career shadowing to provide the "transition enhancement assistance" necessary for the modern workforce (Baker, 2000); and "Systemic Support" which recognizes that career choices do not happen in a vacuum, the program addresses external pressures and family expectations through Parental Engagement and Dialogues.

By harmonizing individual aspirations with systemic family factors, the program ensures students make choices that are both personally authentic and socially supported. In conclusion, the "Navigating Pathways" program is a comprehensive blueprint that transforms student concerns into a structured journey toward career adaptability, resilience, and professional confidence.

Conclusion

The study concludes that the primary career barrier for undergraduate Psychology students at Cavite State University-Silang Philippines is a significant "self-awareness void," as 43.01% of respondents identified a critical need for more information regarding their personal traits, interests, skills, and values. This foundational identity-building phase is compounded by secondary concerns, including profound uncertainty about their current academic courses (10.97%) and a lack of information regarding specific

occupations (9.20%). These concerns are most urgent among third- and fourth-year students, who together represent approximately 60% of the predominantly female sample. To address these challenges, the research proposes the "Navigating Pathways" program, a data-driven intervention designed to transform student uncertainties into a structured journey of self-discovery and practical exploration. By integrating psychological assessments (such as RIASEC or MBTI), experiential learning through internships and career shadowing, and systemic support like parental engagement, the program aims to align individual personality traits with professional goals to prevent future dissatisfaction. Ultimately, the findings suggest that such multi-dimensional strategies are essential for

cultivating the career adaptability, resilience, and professional confidence necessary for students to navigate the complexities of the modern workforce.

Co-Author Contribution

Author 1 carried out the fieldwork, prepared the literature review and overlooked the whole article's write up. Authors 2, 3, 5 wrote the research methodology and did the data entry and statistical analysis. Author 4 organized every detail, checked the grammatical structure of it, scrutinized the overall quality of the paper, and reformatted it based on the template.

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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