



# CHOOSING THE RIGHT COLLEGE COURSES THROUGH CAREER GUIDANCE PROGRAM (CGP) MODULES AND WORK IMMERSION (WI)

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## ABSTRACT

*This study was conducted to determine if the conduct of Career Guidance Program (CGP) Modules and Work Immersion (WI) are really helping Grade 12 learners in choosing their right college courses. The researcher utilized descriptive research design. Then, he randomly selected the respondents from the two (2) sections of Grade 12 Science, Technology, Engineering and Mathematics (STEM) learners of Los Baños Senior High School (LBSHS) S. Y. 2018 - 2019. In addition to this, four (4) teachers were also chosen as additional respondents. A researcher made a questionnaire and distributed to the forty – two (42) chosen respondents. Simple statistics like Frequency and Percentage were used to get the analysis of data.*

*The Career Guidance Program (CGP) Modules and Work Immersion (WI) were found to provide help in choosing the college courses of Grade 12 STEM students. This is reflected on the significant learnings of the respondents. It is also visible in the identified help or assistance that they rendered to the respondents. In general, the courses taken by Grade 12 STEM students are related to their Track and Strand which are Academic and STEM respectively. This is denoted by thirty - six (36) responses or equivalent to 94.74 % the total responses. Most of the courses that they intend to take are related to Science and Mathematics. The learners are also becoming more involved in making the decisions of what particular college course they will pursue. It is visible in the percentage of their involvement particularly twelve (12) responses or 31.58 % for the child and twenty- two (22) or 57.89 % for both child and parents.*

*It is also recommended that in the conduct of CGP Modules, consider having more self- assessment activities, and more reading and oral activities like sharing of outputs. Allot enough time to execute the modules to the SHS students. In the conduct of Work Immersion, try to make the time longer, have more exposure to actual field works and assign the students to institutions where their interests could be enhanced. In addition, other school programs or activities are suggested in order to augment the right career choices of SHS students like symposia or seminars about career path and opportunities, job fair, and organize club like peer educators or counselors club through the guidance counselors or advocates. And finally intensify the Counselling Program for SHS students focused on career pathing.*

## I. INTRODUCTION

Choosing a Senior High School Track and Strand is one of the problems encountered by Grade 10 learners. That is why DepEd Order No. 41 S. 2015, Set of Guidelines on the Senior High School (SHS) Career Guidance Program and Early Registration was issued by the Department of Education. The objective is to assist the SHS entrants in making informed decisions regarding their choice of track and promote awareness in the importance of choosing a track that suits their skills and interests that matches the available resources and needs of the society. And the SHS Career Guidance Program (CGP) Modules are given to the Grade 10 students by their respective class advisers.

However, despite of having CGP modules in grade 10, Career Guidance Week and series of orientations given to students, parents and teachers. There are still confusions on their part most especially the students who will go to SHS. Likewise related problem is encountered by the Grade 11 and Grade 12 learners

because there are some who are still confused on what college course they are going to pursue.

In connection to this the Department of Education (DepEd) issued DepEd Memorandum No. 169, Implementation of Grade12 Career Guidance Modules. The intention is to determine a clear directional exit after Senior High School (SHS). And another objective is to apply academic employment readiness skills in work – based learning institutions such as internships, shadowing and mentoring. In order to further reinforce this program another issuance was made by DepEd. DepEd Memorandum No. 28 S. 2019, Dissemination of RA 11206, An Act Establishing a Career Guidance and Counselling Program for all Secondary Schools and Appropriating Funds Therefor. This institutionalized the Career Guidance and Counselling Program in Secondary schools in order to help the learners in choosing their future career.

Another program is for SHS is Work Immersion which is stated in DepEd Order No. 30 s. 2017, Guidelines for Work Immersion.



Work immersion intends to develop the learners' life and career skills. And it will also prepare them to make decisions on their post - secondary education or employment. Specifically it aims to appreciate the importance and application of the principles and theories learned in schools. The second objective is to enhance their technical knowledge and skills. The third purpose is to enrich their communication and human relation skills. Lastly, is to develop good work habits, attitude, appreciation and respect for work.

This study intends to know the extent of help or assistance given by the conduct of Career Guidance Program and Work Immersion to Grade 12 learners. Most importantly, in the aspect of choosing the right college course which is suited to their knowledge, skills, interests, capabilities and resources.

## II. LITERATURE REVIEW

There are literature cited about Career Guidance Program and Work Immersion that help students in the secondary level to make an important decision in choosing the right career that they will pursue in the rest of their lives.

It is emphasized in RA 11206 that career guidance and counselling program are institutionalized in order to provide proper direction in pursuing subsequent college education. In addition to this will equip high school students to make educated career decisions and expose them to relevant labor market. And lastly to ensure that the graduates of tertiary education will be able to meet the requirements of government, industry and economy.

As stated in DepEd Order No. 30 S. 2017, work immersion is a key feature in the SHS curriculum. It can be conducted in many ways using varied models. One of the goals of K to 12 program is to develop in learners the competencies, values and work ethics relevant in pursuing further education and or joining the world of work.

Our educational system should prepare the learners at least from Grade 10 onward when it comes to choosing their career paths. In order to achieve this, the schools should allot the beginning of every year to career guidance. This will allow the students to choose the subjects that are in line with their future plans. Moreover, career guidance could provide confidence among the students on what they want in their future (Mhlanga 2011). This is the same in the Philippines who venture on the K - 12 Curriculum highlighting the Senior High School Program. That's why the students need functional SHS Career Guidance Program for them to choose the right SHS career track.

Career Guidance teachers have an important role to play in the career choices of high school learners by presenting them with information on different careers so that informed decisions can be made. It follows that the amount and quality of information that such teachers have and their views of a career may have either a positive or negative influence on learners' choices in this instance, nursing as a career choice (Sathekge 2014). This

reaffirms that the teacher - advisers and the guidance counsellors have an important role of making the necessary career information available to the students. It will assist them in making the right decisions in choosing college courses.

According to **Lugulu and Kipkoech (2011)**, the level of career guidance and counselling provided in high schools was neither well-planned nor organized. In addition, there were no clear policies within which the service is provided. Students' degree programme decisions were guided by other factors rather interests. Universities do not sufficiently market degree program for secondary schools. This only means that the students need proper orientation in order to have right career choices. That the parents are just providing the needed assistance as well as their teachers. But the students must have the final decision regarding the College course that they want to take.

As mentioned by **Watts (2013)**, career guidance and orientation is strongly relevant to TVET Program, but its relationship to such programme has been under explored and is still weakly developed in many countries, especially middle and low income countries. It is critically important prior to the entry to TVET Program, to ensure that TVET options are considered by a wider range of learners and that learners' decisions related to them are well - informed and well thought through. In this connection, the present study has similarities in terms of aiming a well - informed decisions in choosing the right college courses which match their skills, interests, abilities, available resources and needs of our society.

The studies mentioned above were the bases of this study and give us ideas on how our students can be helped in choosing the right career choices in College through a functional and effective Career Guidance Program and Work Immersion.

## III. RESEARCH QUESTIONS

This is study sought to answer the following questions:

1. What are the essential learnings that Grade 12 STEM students got from the conduct of the Career Guidance Program (CGP) Modules?
2. Do the administration of Career Guidance Program Modules help Grade 12 STEM students in deciding on what course they will pursue in college?
3. What are the essential learnings Grade 12 STEM students gained from their Work Immersion (WI) experiences?
4. Do the conduct of Work Immersion help Grade 12 STEM students in deciding on what course they will pursue in college?
5. Are the chosen college courses of Grade 12 STEM students related to their Track and Strand?
6. Who decide in choosing the college course of Grade 12 STEM students?



#### IV. SCOPE AND LIMITATION

This study is focused in determining if the conduct of work immersion and career guidance program have effect on the courses that the learners will be pursuing in college or tertiary level. Grade 12 STEM learners were the respondents of this study because they are the prime recipients of the aforementioned school programs. This include their class advisers, designated guidance counselor and work immersion focal person.

#### V. RESEARCH METHODOLOGY

##### A. SAMPLING

The target participants are the randomly selected thirty eight (38) STEM students from Grade - 12 Newton and Grade - 12 Archimedes of Los Baños Senior high School. They were deployed from the six (6) work immersion partner institutions namely Department of Science and Technology (DOST) – Region IV–A, Forest Product and Research Development Institute(FPRDI), Department of Public Work and Highways (DPWH) – Los Baños, Environmental Research and Development Bureau(ERDB), Bureau of Plant Industry(BPI) and Healthserv. In addition to this, two (2) grade twelve (12) advisers, one (1) designated guidance

counselor and one (1) work immersion focal person were also included as the respondents of this study.

##### B. DATA COLLECTION

The research instrument that was used for collecting the data was a self – made instrument. This questionnaire is intended for STEM students who undergone Work Immersion and Career Guidance Program (CGP) Modules. And there was a separate questionnaire for two (2) grade twelve (12) advisers, one (1) designated guidance counselor and one (1) work immersion focal person.

##### C. ETHICAL ISSUES

The data gathered were based on descriptive questions where the learners have the freedom to answer based on their own knowledge and experiences regarding career guidance modules and work immersion. Selected teachers also answered a separate set of questions based on their involvement in the said school programs. They were encouraged to answer the questions as honest as they can. Their answers were also treated with utmost confidentiality. And the researcher ensures that respect for intellectual property right is being observed.

##### D. PLAN FOR DATA ANALYSIS

Data	Statistical Tool
Survey from Grade 12 STEM students	Frequency and Percentage

##### E. TIMETABLE

ACTIVITIES	JAN.	FEB.	MAR.	APR.	MAY
Approval of Request Letter for Conducting Research	/				
Submission and Approval of Research Proposal to District and Division Office		/	/		
Data Gathering			/		
Data Analysis				/	
Finalization of Manuscript and Terminal Report					/

#### VII. RESULTS AND DISCUSSIONS

**Table 1. Essential Learnings from the Conduct of Career Guidance Program (CGP) Modules**

Responses	Frequency	Percentage (%)
Deciding on what career path he/she will pursue	17	44.74
Realized his/her passion and calling	2	5.26
Understand the right curriculum exit	6	15.79
Learned to weigh his/her wants and needs in college	4	10.53
Identified his/her strengths and weaknesses	4	10.53
Knowing my self-more	2	5.26
Improved his/or her personality or character	2	5.26
Exposed in different fields	1	2.63
<b>Total</b>	<b>38</b>	<b>100</b>



Table 1 shows that most of the respondents answered that they were helped in **“Deciding what career path they will pursue”**. It corresponds to **seventeen (17) respondents or 44.74 %** of the responses. The next most frequent answer is **“Understand the right curriculum exit”**. This is equivalent to **six (6) responses**

**or 15. 79%** of the total responses. The least frequent answer is **“Exposed in different fields.”** Only one (1) response is recorded or 2. 63 % of the total responses. This means that they realized the value or importance of Career Guidance Program Modules in choosing their future career.

**Table 2. Responses if the students were helped by the Conduct of Career Guidance Program (CGP) Modules in choosing their College Courses**

Responses	Frequency	Percentage (%)
Yes	33	86.84
No	5	13.16
Total	38	100

Table 2 reveals that **thirty three (33) respondents or 86. 84% are convinced that they were helped** by the conduct of CGP modules in deciding for their college courses. However, there are **five (5) or 13.16 % of the respondents** who said that they are

**not helped** by these CGP Modules particularly in deciding for their college courses. This table confirmed that the respondents are really convinced that they were really helped by the CGP Modules.

**Table 3. Help Gained from the Conduct of Career Guidance Program(CGP) Modules**

Responses	Frequency	Percentage (%)
Knowing the right steps in choosing his college course or exit	2	6.90
Gained more self - confidence	1	3.45
Giving activities that will push her in her chosen course	1	3.45
Identified her strengths and weaknesses	2	6.90
Realized the right college course/s	10	34.45
Know more about my interests and skills	13	44.83
Total	29	99.98

Table 3 exhibits that most of the help gained from the Conduct of Career Guidance Program (CGP) Modules are **“ Know more about my interests and skills”** which is **44. 93%** of the total responses. And **“Realized the right College Courses”** which is **34.45 %** of the total responses. This table further signifies that the respondents were able to identify the help that they gained from these CGP Modules.

Three (3) of the answers were confirmed in the answers of their class advisers particularly **knowing the right steps in choosing his or her college course or exit, identified his or her strengths and weaknesses and to know more about their interests and skills**. This supports the claimed of the learners regarding the helped given by the conduct of CGP modules.

**Table 4. Essential Learnings from the Conduct of Work Immersion**

Responses	Frequency	Percentage (%)
How to act professionally in the workplace	14	36.84
Ethics	5	13.16
Technical things needed in the workplace	6	15.79
Dedication, Passion and Persistence in work	5	13.16
Nature of Work	2	5.26
Be more active and socialize in the workplace	5	13.16
Ways of Plant Propagation	1	2.63
Total	38	100

Table 4 shows that most of the respondents answered that they learned **“How to act professionally in the workplace”**. It corresponds to **fourteen (14) respondents or 36.84 %** of the responses. The next most frequent answer is they learned **“Technical things needed in the workplace”**. This is equivalent

to **six (6) responses or 15. 79%** of the total responses. The least frequent answer is **“Ways of Plant Propagation”**. Only one (1) response is recorded or 2.63 % of the total responses. This also confirmed that Work Immersion is also vital in choosing their future career.

**Table 5. Responses if the students are helped by Work Immersion**

Responses	Frequency	Percentage (%)
Yes	28	73.68
No	10	26.32
Total	38	100

Table 5 reveals that **twenty eight (28) respondents or 73.68% are convinced that they were helped** by the conduct of Work Immersion in deciding for their college courses. However, there are **ten (10) or 26.32 % of the respondents** who said that they

**are not helped** by Work Immersion particularly in the aspect of deciding for their college courses. This re-affirmed that Work Immersion experiences are helpful in choosing their future career.

**Table 6. Help Gained in Work Immersion Experiences**

Responses	Frequency	Percentage (%)
Enhanced their interests in Agriculture	5	22.73
Overview of Forest & Non – Forest Products	1	4.55
Basic in Engineering – related institution	2	9.09
Realized that her passion is medicine	1	4.55
Enhanced his skills	2	9.09
Realized the value of field work and clerical works	3	13.64
Considered other courses in college	1	4.55
Experience various fields in Science	1	4.55
Helped in deciding the course to be taken	4	18.18
Inspired by her supervisor to be a microbiologist	1	4.55
Exposed to different laboratories	1	4.55
Total	22	100.03

Table 6 exhibits that most of the help gained from the Work Immersion are **“Enhanced their interests in Agriculture”** which is **22.73%** of the total responses. And **“Helped in deciding the Course to be taken”** which is **18.18 %** of the total responses. This table made us realized that the respondents are aware of the helped that Work Immersion provided in terms of choosing their college courses.

In fact, four (4) of the answers were confirmed by their work immersion focal person. These were the following: **realized the value of field work and clerical works, experience various fields in Science, exposed to different laboratories and helped in deciding the course to be taken.** This indicates how vital Work Immersion is for Senior High School students on the aspect of choosing their college courses.

**Table 7. Preferred College Courses**

Responses	Frequency	Percentage (%)
BS Marine Transportation	1	2.63
BS Linguistics	1	2.63
BS Biology	5	13.16
BS Agriculture	4	10.53
BS Physics	1	2.63
BS Agricultural Biotechnology	4	10.53
BS Multimedia Studies	1	2.63
BS Chemical Engineering	5	13.16
BS Computer Science	3	7.89
BS Statistics	2	5.26
BS Industrial Engineering	1	2.63
BS Agricultural Engineering	2	5.26
BS Development Communication	1	2.63
BS Aeronautical Engineering	1	2.63
BS Agribusiness Management	2	5.26
BS Physical Therapy	1	2.63
BS Applied Mathematics	1	2.63
BS Nursing	1	2.63
Military Science	1	2.63
Total	38	99.98



Table 7 shows that top two (2) most preferred courses are BS Biology and BS Chemical Engineering both have five (5) responses or 13.16 % of the total responses. The next top chosen courses are BS Agriculture and BS Agricultural Biotechnology each of them has four (4) responses or 10.53% of the total

responses. It implies that their chosen courses are mostly Science and Math related and are varied in nature. However, there are two (2) courses which are more related to language namely BS Linguistics and BS Development Communication.

**Table 8. Preferred Colleges or Universities**

Responses	Frequency	Percentage (%)
UP Diliman	2	5.26
UP – Baguio	1	2.63
UPLB	29	76.32
UPOU	1	2.63
Philippine State College of Aeronautics	1	2.63
PMA	1	2.63
*Any College or University in Canada	1	2.63
University of Perpetual Help – Calamba	1	2.63
Maritime College of Asia and Pacific	1	2.63
Total	38	99.99

Table 8 shows that top most preferred University is University of the Philippines (UP) with various campuses such as UPLB, UP – Diliman, UP Baguio and UPOU. But the topmost choice is UPLB with 29 responses or 76.32 % of the total responses. Because

UPLB is the nearest campus to the District of Los Baños where Los Baños Senior High School is located. Which means that this is the most accessible premiere university for the student – respondents.

**Table 9. Responses if their chosen college course is related to STEM**

Responses	Frequency	Percentage (%)
Yes	36	94.74
No	2	5.26
Total	38	100

Table 9 reflects that **thirty - six (36) respondents or 94.74% are convinced that their courses are related to STEM.** However, there are **two (2) or 5.26 % of the respondents** said that their

**courses are not related to STEM.** Because they intend to pursue BS Linguistics and BS Development Communication respectively which is also indicated in Table 7.

**Table 10. Who decide in choosing their college courses?**

Responses	Frequency	Percentage (%)
Child	12	31.58
Parents	4	10.53
Both Child & Parents	22	57.89
Total	38	100

Table 10 indicates that **twenty two (22) respondents or 57.89% are convinced that their decision is made both by them and their parents.** However, there are **twelve (12) respondents or 31.58% of the responses** said that **they are the once who made the decision regarding their college courses.** And there are **four (4) respondents or 10.53 % of the responses** mentioned that **their parents decided for their courses in college.** It is good to see that the learners are becoming more involved in the decision making precisely because their future is at stake. This is important in making well - informed decisions which is one of the goals of conducting CGP.

1. The Career Guidance Program Modules and Work Immersion provided helped in choosing the college courses of Grade 12 STEM students as seen in their significant learnings and the identified help or assistance that they rendered to the respondents.
2. In general, the courses taken by Grade 12 STEM students are related to their Track and Strand. This is denoted by 94.74 % of the total responses.
3. The learners are becoming more involved in making the decisions of what particular college course they will pursue. It is visible in the percentage of their involvement particularly 31.58 % for the child and 57.89 % for both child and parents.

### VIII. CONCLUSIONS AND RECOMMENDATIONS

The following conclusions were drawn:



The following recommendations were made:

1. In the conduct of CGP Modules, consider having more self - assessment activities, and more reading and oral activities like sharing of outputs. Allot enough time to execute the modules to the SHS students.
2. In the conduct of work Immersion, try to make the time longer, have more exposure to actual field work and assign the students to institutions where their interests can be enhanced.
3. The other school programs or activities suggested to augment the right career choices of SHS students are symposia or seminars about career path and opportunities, job fairs, and organize club like peer educators or counselors.
4. Intensify the counselling program focused on career pathing.

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