Career Work Values Among Professionals and Students of Jose Rizal Memorial State University

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Abstract

This study aimed to find out the career work values of JRMSU students and professionals. Specifically, it identified the dominant career work values of the students and the dominant career work values of the professionals in terms of: service orientation, people orientation, influence, creativity, independence, excitement, career development, financial rewards, security and prestige. It also described the significant difference in career work values of students when analyzed as to: age, gender, course, place of origin, and socioeconomic status. The results of the study revealed that in general, the career work values of the students of Jose Rizal Memorial State University were slightly similar to the career work values of professionals. Similarly, the professionals and the students differed slightly in ranking as to the importance of the identified career work values. The professionals in higher education institutions who are engaged in teaching sustain the efforts and ways in the development of student career work values to ensure their place in the world of work.

Keywords: career, work values, professionals, students

Introduction

It is the vision of every higher education institutions to be the center of excellence. Thus, higher education institutions work hard for effective delivery of service in order to enhance student's ability to apply theoretical knowledge in real life situation, and obtain high levels of achievement. It cannot be over emphasized that achievement is attained with theoretical and practical knowledge. But, today knowledge is not enough especially in the place of work. This is largely due to the substantial shift of job requirements brought about by globalization and the technological advance weeping the world. Secondly, it is due the expanded amount of work and time required to fill it. As such, it becomes exceedingly important for educational institutions to aim in the development of values among students and prepare them in meeting the responsibilities in the workplace. More importantly, in order to make them competitive and keep their job.

According to Schwartz (2003), all of these values including career work values make the success of the individual. The key point is that values energize human lives. For an individual, committing to and applying positive value releases fresh energies, which

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always attract success, achievement and well-being. Likewise, when companies or other institutions are values – oriented, the individuals working in the organization become energized, just as its customers, its products and services, and everyone and everything else associated with that organization.

There have been efforts to examine Filipino work values in the national and international scale as work values have been shown to affect career, success and job satisfaction. Yet the information remains in adequate. But since, work values help counselors assist clients or students who are interested in exploring particular course and values associated with that course, this study is undertaken.

Conceptual Framework

This study is anchored on the concept that values play an important role in career work (Dawis, 2001). The development and internalization of the importance of values is the basic function of the Guidance Counselor. This function involves the development of self-knowledge. This is followed b y self-direction.

According to Dawis (2001), self-direction can be done it self – knowledge is attained. Self – knowledge on the part of the counselor on his client is made in order to assist the client develops self-knowledge or understanding on himself and by that, self direction or career decision process can take place.

Understanding one's values is part of self-knowledge. The counselor can properly help the success of the client on his career by understanding the values of the client. Knowing clients' values are important in career decision making for it shapes the whole self of the client. It forms his behavior, his beliefs and his actions toward work and other people. Very significantly, values play a great deal in the success on one's career. Simply stated, the success of a person in his work depends on actions and actions are dependent to values.

The concept similarly applies to many professional who are jobless or unsatisfied with their work because of lack of values which are necessary for their chosen course (Howland, 1997). Likewise there are specific jobs that call for certain values. Like the teachers and nurses, they should be people – oriented because these professions deal are concerned with people. Analyst on the other hand, together with managers of big companies should be service – oriented, and people on the camera or entertainment world are all enjoying their value of prestige. However, there are some who wants to stop for the intrigues and they stay out of financial rewards.

Success of jobs therefore, occurs because of the person's values. Yet, many people today are just working out of the sake of having a job or some are shifting from one job to the other, and there are still some that are unsatisfied and unhappy with the job. Related to the people of work is the problem of work value. The reason why early in the college years, the guidance program school should endeavor to prepare the students with his professional life in the future. The program should orient the students with his career work values to fit him to his chosen course or modify his values to fit him for that field.

In general, career work values lead a person to what he wants out of work or lead him to find out which component of a job can there be work satisfaction.

The career work values understudy is derived from Psychometric Publishing, Minnesota Job Description Questionnaire, O*NET Occupational Units and Values and Teaching, namely: service orientation, people orientation, influence, creativity, independence, excitement, career development, financial rewards, security and prestige.

Objectives of the Study

This study aimed to find out the career work values of JRMSU students and professionals. The career work values of the professionals. The comparison presents vividly whether students in Jose Rizal Memorial State University possess the right set values.

Specifically this study attempted to determine the following:
1. Respondents' rate on the career work values among the students and successful professionals in different fields in terms of:
   a. service orientation;
   b. people orientation;
   c. influence;
   d. creativity;
   e. independence;
   f. excitement;
   g. career development;
   h. financial rewards
   i. security; and
   j. prestige.
2. The dominant career work values of the students and the successful professionals.
3. The significant difference in career work values of students when analyzed as to: age, gender, course, place of origin and socioeconomic status.
4. The significant difference in career work values of professionals when grouped as to: age, gender, course, place of origin and socioeconomic status.

Methodology

The study utilized the descriptive method of research. This method deals with the existing phenomena and gathers data without manipulating the research context. In other words it was low on "control or manipulation of research context" scale (Moore, 2004). It was also a non-intrusive and deals with naturally occurring phenomena. It was conducted in the five satellite campuses of Jose Rizal Memorial State University. The respondents of the study were the graduating students and the successful professionals of JRMSU.

Results and Discussion

Table 1 shows the profile of the respondents as to age distribution. Most of the student-respondent were 19 to 21 years old. This bracket is considered as at the early adulthood stage which is expected to be the maturity stage. According to Hurlock (2006), individuals at this age are expected to have completed their growth and are ready to assume their status in the society. These individuals are particularly concerned in developing leadership status and who place value on prestige. Moreover, during early adulthood stage, popularity and leadership status is inevitable. This is also asserted by Erik H. Erickson's "isolation crisis" which is the time of loneliness due to isolation from social group. But, this does not necessarily mean that they are not people oriented in their work because work is another thing.

It can be observed on the same table that most of the professional-respondents were ages 36 to 65 years. This age bracket is considered as middle adulthood stage. After undergoing through dynamic changes, professionals at middle adulthood stage have formed a stable personality (McCrae and Costa, 2003). The personality being established at this level is quite impossible to change however it cannot be overemphasized, that personality is still influenced by the environment. The personality established in this level is marked by generativity vs. stagnation stage of Erick H. Erikson. This stage is described as being happy of making personal contribution to family and community as a whole to motivate future generations. In other words, there is an intense care of the individuals at middle adulthood stage to share their skills to the next generation.

Table 1   Profile of the Respondents as to Age

Age	Students		Professionals	
	Frequency	**Percentage**	**Frequency**	**Percentage**
17 – 18	125	18.52%	0	0
19 – 21	449	66.52%	0	0
22 – 35	98	14.52%	50	41.67%
36 – 65	3	0.44%	70	58.33%
Total	**675**	**100%**	**120**	**100%**

Table 2 presents the profile of the respondents as to gender. The table shows that majority of the student-respondents were females. Naturally, it is because there are more female students who are enrolled in Jose Rizal Memorial State University over the male counterpart. Another reason can be attributed is the attitude of females towards getting education in life. In general, they are more patient than men. This is supported by the study conducted at the University of Akron which was presented to the American Physiological Society. The study underwent an experiment of a male rat aggression being the result of lower levels of serotonin in the brain.

It was also reflected in the same table the domination of female in the world of professionals. In the field of education services females have greater number more than males (US Department of Labor, 2004). This was because females are better in identifying with people than males who are better in analyzing and exploring systems and

rules (Simon Baron – Cohen's EQ SQ Theory). According also to a study conducted at Fairleigh Dickinson University in Madison, USA (2008), there are lots of female professionals more than males because females are hard working, simple and trusting over the male counterpart.

Table 2   Profile of the Respondents as to Gender

Gender	Students		Professionals	
	Frequency	Percentage	Frequency	Percentage
Male	223	33.04%	46	38.33%
Female	452	66.96%	74	61.67%
Total	**675**	**100%**	**120**	**100%**

Table 3   Profile of the Respondents as to Course

Course	Students		Professionals	
	Frequency	Percentage	Frequency	Percentage
BS Computer Engineering	13	1.92%	3	2.5%
BS Computer Science	114	16.89%	8	6.67%
BS Criminology	101	14.96%	5	4.17%
BS Tourism	13	1.92%	0	-
BS HRM	68	10.07%	5	4.17%
BEED	106	15.70%	0	-
BSED	43	6.37%	56	46.67%
BS IE	0	-	18	15.0%
BS Nursing	58	8.59%	25	20.83%
Midwifery	45	6.67%	0	-
AMDNA	114	16.89%	0	-
Total	**675**	**100%**	**120**	**100%**

Table 3 reveals the profile of the respondents when grouped as to course. It can be observed in the table that most student-respondents belonged to the medical and allied health services field. This implies that medical courses right now is a demand course with employment abroad. Health services graduates particularly BS Nursing hope to go abroad after finishing school in spite of reports that there is an oversupply of health graduates. Statistics on employment of Filipino nurses hit a number of 150, 000 (TV Patrol, 11..25.2008). Figures in National Statistics Office also show that this figure is actually lower than the previous estimate of 400,000 (unemployed underemployed) nurses in the Philippines but still confirms that there really exists an oversupply of nurses in the country.

It can be seen also in the table above that most professional-respondents graduated with the degree of education. Data from the Commission on Higher Education (CHED) shows that there are over 700 higher education institutions offering teacher education programs. Teacher education institutions are generally the most accessible and the least expensive to go to. The study of Ibe (1979) stated that more students from the lower income bracket expressed preference for teacher education courses, for these are not expensive and tuition fee wise because of few laboratory fees.

Table 4 shows the profile of the respondent as to their place of origin. Most student-respondents were from the urban area. Life in the urban area needs money which is not as much needed by the people living in rural. People in the urban areas are exposed to different kinds of personalities and activities that require them to learn different way of adjustments. People in the urban areas do not stay within the box but they are very creative in terms of decision making. They are the kinds who are never satisfied on one's achievement because they are living in an environment made up of many challenges.

Observation of the same table is that most of the professional-respondents were from the urban area too. They are more motivated in getting higher positions, in other words they valued the development of their career whereas most of the rural professionals are contented with what they have. Practically, it is because of the differences in their standard of living. This was attested on the study of Elly (2009) regarding the traits of urban and rural doctors were high novelty seeking, a value similar to excitement and career development of professionals, whereas urban doctors were high in harm avoidance a value similar to service orientation and people orientation in this study.

Table 4   Profile of the Respondents as to the Place of Origin

Place of Origin	Students		Professionals	
	Frequency	Percentage	Frequency	Percentage
Urban	389	57.63%	91	75.83%
Rural	286	42.37%	29	24.17%
Total	**675**	**100%**	**120**	**100%**

Table 5 presents the profile of the respondents as to family income or income. Most of the student-respondents come from the lower status. These students may have the opportunity to get an education in the state college being academically achievers or are enjoying scholarships which are offered and available to students who are from the privilege class. In spite of their status in life, these students struggle for education in the college considering that education in JRMSU involve rigorous intellectual process that requires effort on their part.

The same table also shows that most of the professional-respondents were on the middle status. Professionals are valuing their career development because promotion and other changes in status mean a high rate of salary.

Table 5   Profile of the Respondents as to Family Income/ Income

Socioeconomic Status	Students		Professionals	
	Frequency	Percentage	Frequency	Percentage
Under 3, 333	208	26.16%	0	-
3, 333 – 4, 999	234	29.63%	0	-
4, 999 – 8, 333	132	16.60%	0	-
8, 333 – 20, 833	198	24.91%	110	91.67%
20, 833 – over	23	2.89%	10	8.33%
Total	**795**	**100%**	**120**	**100%**

Table 6 presents the career work values among students and successful professionals. Student's career work values are closely similar to the successful professionals. This further means that the students are well equipped with desirable work values in preparation for their professional life in the future. Though people look at teaching as a difficult job, but it is also rewarding, for a teacher because the successful teacher reaps what he sows. According to Zig Ziglar (2008), no legitimate man ever got started on the road to success by any other means than that of hard work, intelligent coupled with an earned credit, plus character.

Through education an individual accumulates knowledge, develops skills as well, as values which build up his productivity and employability and ensure his contributions to the society. A college degree later which the students acquire, in a sense stands as a foundation in the career.

Table 6   Career Work Values among Students and Successful Professionals

Indicators	Students		Professionals	
	Weighted Mean	Description	Weighted Mean	Description
Service Orientation	2.89	I	3.14	I
People Orientation	3.15	I	3.43	I
Influence	3.12	I	3.43	I
Creativity	3.06	I	3.43	I
Independence	3.08	I	3.14	I
Excitement	3.12	I	3.14	I
Career Development	3.21	I	3.28	I
Financial Rewards	2.92	I	2.71	I
Security	3.2	I	2.28	I
Prestige	3.11	I	2.57	I
Total Mean	**3.086**	**I**	**3.055**	**I**

Table 7 shows the dominant career work values of students and successful professionals. Students highly valued career development than the successful professionals because students are still on their way of achieving their goals as such training and seminars or career development play an important role. Next to career development is security, the students emphasizes this value because as future graduates they become part of the millions of Filipinos hunting for a job since they have not attained it yet, then the more that they crave for it unlike the professionals who are mostly regular employees. In logical manner when the goal is achieved the person stop looking for it. In other words, when a person does not have it yet then he long for it. The third one is people orientation, students valued the importance of every people around them because as future teachers, policemen, medical health worker, people in tourism industry and workers in hotel and restaurant, and computer related fields, they need direct concern for the people. Without people there will be no job for this profession. According to social scientist, there are explanations why individuals value other people. First is, the self is social by nature. Second, the self requires other people for it understanding for itself. Third is, the individual consciousness of self, arises from interaction with others (Cabalu et. al., 2006).

Table 7   **Dominant Career Work Values among Students and Successful Professionals**

Indicators	Students			Professionals		
	WM	D	R	WM	D	R
Service Orientation	2.89	I	10	3.14	I	6
People Orientation	3.15	I	3	3.43	I	2
Influence	3.12	I	4	3.43	I	2
Creativity	3.06	I	8	3.43	I	2
Independence	3.08	I	7	3.14	I	6
Excitement	3.12	I	5	3.14	I	6
Career Development	3.21	I	1	3.28	I	4
Financial Rewards	2.92	I	9	2.71	I	8
Security	3.2	I	2	2.28	LI	10
Prestige	3.11	I	6	2.57	I	9

Table 8   **Difference in Student's Career Work Values**

Indicators	X^2	Df	TV	Decision
CWV / Age	1.0028	1	3.84	Ho: not rejected
CWV / Gender	3.92	1	3.84	Ho: rejected
CWV / Course	8.22	2	5.99	Ho: rejected
CWV / Place of Origin	1.23	1	3.84	Ho: not rejected
CWV / SES	9.82	2	5.99	Ho: rejected

Table 8 presents the significant differences in student's career work values when analyzed as to personal profiles. There is not enough evidence in this study which shows that age and place of origin has a bearing on the career work values while gender, course and socioeconomic status will affect the career work value of an individual.

Student-respondents though they were younger than the professionals but the four years of education they receive in college made possible for them to possess the career work values of teachers. The four years stay in college was long enough for them to internalize their experiences in school and with their teachers which are manifested in the values they live. People coming from the urban areas have different preference / judgment over the people living in the rural areas because exposure to technology, demand of society and media are not prevalent among them. The respondents have been affected by change, expected in the course or in the years of staying in college. Career work values of individuals may vary with gender. The study of Duffy and Sedlacek (2007) revealed that men more likely to espouse extrinsic values while women more likely to espouse social values. The socioeconomic status has a contributory factor to individual's career work values. This was supported by the study of Inglehart which reveal that people living in rich industrialized societies have less value to economic and physical security.

Table 9   **Difference in Professional's Career Work Values**

Indicators	X^2	Df	TV	Decision
CWV / Age	4.73	1	3.84	Ho: rejected
CWV / Gender	3.83	1	3.84	Ho: not rejected
CWV / Course	1.70	2	5.99	Ho: not rejected
CWV / Place of Origin	1.41	1	3.84	Ho: not rejected
CWV / SES	0.56	2	5.99	Ho: not rejected

It is reflected in Table 9 the significant difference in professional's career work values when grouped as to personal profiles. Gender, course, place of origin and socioeconomic status has no bearing on the career work values of the professionals, only age has. This result is agreed by the subjectivist Singson as cited by Timbreza (2008) who asserts that value varies one person to another according to age. It is expected that as the individual grow older, the individual becomes more matured due to experiences and educational advancement. It is further emphasize by Hildreth a cited by Bautista et. al. (2003) that people are not, and cannot be equal because of the biological basis and the resulting interplay with environmental forces that makes greater differentiation. In this regard, career work values may change as the person's age changes.

Conclusion

Most of the student-respondents are in the earliest part of adulthood and are expected to attain maturity and most of the professional respondents are in the middle adulthood stage, the stage where personality is determined and is difficult to change and the stage of being caring and sharing for the next generation. Most of the student-respondents belong to the low level of family income while majority of the professional-respondents are on the average and above average income. The student's career work values are closely similar to the professionals being idealistic, knowledgeable and technologically oriented and up dated. The student highly valued career development, security and people orientation while successful professionals highly valued people orientation, influenced and creativity. Career work values of the students are not significantly affected by age and place of origin while gender, course and socioeconomic status affect ones career work values. Career work values of the professionals are not significantly affected by gender, course, place of origin and socioeconomic status while age affects ones career work values.

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