

# Career Awareness, Job Search Self-efficacy and Career Planning Ability of Tertiary Students

Ying Zhao<sup>1, \*</sup>

<sup>1</sup> D Graduate School, Adamson University, CO 1000, Philippines

\* Corresponding author: Zhao Ying (Email: 109425805@qq.com)

---

**Abstract:** The purpose of this study was to gain insight into the career perceptions, job search self-efficacy, and career planning skills of college students and to explore the relationship between these factors in individual development. This study utilized the Quantitative approach particularly the Descriptive comparative-correlational research design. 515 college students were randomly selected as the study sample in Hunan University of Technology. The main research instrument used in this study was the survey-questionnaire, and according to the focus and purpose of this research, combined with the existing relevant research. The study concluded that the overall level of students' career awareness needs to be improved, especially in the areas of career information management and employment security and support. The students' overall perception of self-efficacy in job search is low, and they lack confidence in facing difficulties and challenges in job search. The Students' self-evaluation of their career planning skills was relatively low, especially in understanding the applicability of their majors and adjusting their career plans. Individual characteristics, such as sex, age, grade level, major, and family income, did not produce significant differences in students' levels of career awareness. Schools should adopt a more integrated approach in conducting career awareness training to cater for the needs of all students. Students' personal characteristics did not produce significant differences in the level of job search self-efficacy, indicating that schools should adopt a holistic approach in training and counselling to ensure that all students benefit. Personal characteristics did not show significant differences in students' career planning skills. Schools should provide personalized counselling and assistance to different students when providing career planning support. There is also a negative correlation between students' career awareness and job search self-efficacy, and a positive correlation with career planning ability. Schools should focus on career planning training when improving students' confidence in job-seeking, in order to comprehensively improve students' career literacy.

**Keywords:** Career Awareness, Job Search Self-Efficacy, Career Planning Ability, Tertiary Students, Career Service Model.

---

## 1. Introduction

In today's fast-changing social environment, college students' career development faces more and more challenges and opportunities. With the continuous development of society, career awareness, job search self-efficacy and career planning ability are crucial to the career success of college students. Therefore, this study aims to explore in depth the current situation of college students in terms of career awareness, job search self-efficacy and career planning ability, and to analyse the impact of these factors on the career service model.

College students are the future backbone of the country, and their career development is crucial to the sustainable development of society and the country. However, there are some gaps in the current research on the career development of university students. The importance of this study is to fill these gaps and provide insights to improve the career development of college students. By systematically examining college students' career awareness, job search self-efficacy, and career planning abilities, this study will be able to develop more targeted and effective career service models that will better meet the career needs of college students.

Based on the relevant theories of career planning at home and abroad, this paper comprehensively uses the literature review method and questionnaire method to analyze and discuss the severe employment situation in today's society and the current situation of college students' career planning. In addition, the main problems in college students' career planning will be analyzed in depth, the main reasons for the

problems will be summarized, and practical suggestions and measures will be provided for improving the ability and level of college students' career planning education.

## 2. Background of the Study

In today's rapidly evolving and ever-changing society, university students face increasing challenges in their career development. As technology and globalization continue to advance, the demands of the career field are becoming more complex, requiring university students to possess more comprehensive and in-depth career literacy. Although university education provides students with professional knowledge, there are still some research gaps in career planning, job search skills and career decision-making. Xie's (2021) study shows that many college students feel confused and uncertain when faced with career choices and planning. This may be due to the fact that the current university education system has some deficiencies in career development support. Lack of adequate career awareness, job search self-efficacy, and career planning skills may lead to difficulties for college students in adapting to the challenges of the workplace after graduation.

In order to fill the career development gap that exists in existing research, this study adopts an integrated research approach. Firstly, this study draws on the experiences and findings of previous relevant studies through literature research in order to establish a comprehensive understanding of the key factors of college students' career development. Second, this study used well-established questionnaire

instruments from other studies, such as those on career awareness and job search self-efficacy, to ensure the scientific validity and reliability of the measurement instruments. Finally, an independent research questionnaire was designed for this study in order to gain a more in-depth understanding of college students' career planning abilities.

Through this multilevel approach, this study hopes to fill the knowledge gap about college students' career development that exists in existing research. It is believed that by gaining a deeper understanding of the career development needs and challenges of college students and making effective suggestions for improvement, it can provide more comprehensive support for university education and enable college students to better meet the challenges of the workplace.

### 3. Statement of the Problem

This study aimed to determine the current level of career awareness, job search self-efficacy and career planning ability of the college students' in Hunan University of Technology for this second semester of school year 2022-2023.

Specifically, it aimed to answer the following questions:

1. What is the profile of the student-respondents in terms of:
  - 1.1 Sex
  - 1.2 Age
  - 1.3 Year level
  - 1.4 College majors
  - 1.5 Monthly income of parents
2. What is the level of career awareness of the student-respondents in terms of?
  - 2.1 Vocational guidance education
  - 2.2 Management of employment information
  - 2.3 Employment security and support
3. Is there a significant difference in the assessment of the respondents to their level of career awareness when their profile is taken as test factors?
4. What is the level of job search self-efficacy as perceived by the student-respondents?
5. Is there a significant difference in the level of job search self-efficacy as perceived by the student-respondents when their profile is taken as test factor?
6. What is the level of career planning ability as perceived by the student-respondents?
7. Is there a significant difference in the level of career planning ability of the student-respondents when their profile is taken as test factor?
8. Is there a significant relationship among the career awareness, job search self-efficacy and career planning ability of the student-respondents?
9. Based from the results of the study, what career service model can be proposed?

### 4. Scope and Delimitation of the Study

This research mainly focused on the current situation and influencing factors of college students' career awareness, job search self-efficacy and career planning ability. The study was conducted in Hunan University of Technology for the second semester 2022-2023. Four hundred sixty College students were the respondents of this study. They were selected using stratified random sampling. Utilizing the Qualtrics formula at 5% margin of error, the student-respondents were four hundred sixty which came from the selected college majors of the said university.

## 5. Theoretical Framework

The Competency theory was first proposed by the famous American psychologist Dr. McClelland and the Career Development Stage theory was proposed by the American occupational management scientist Donald E. Super. They provide the Theoretical Frameworks for this research.

### 1. Super's Theory of Stages of Career Development

Super, a representative of the career development stage theory. He believed that career is a combination of various occupations and life roles of people, and is expressed in its own unique development form in the evolution of people's lives, and it is a synthesis of paid or unpaid positions related to various professional roles in a long period of time.

Super's theory of career development regarded a person's life from the beginning to the end of life as the whole process of career development. This process is divided into five stages:

Stage 1: Growth Age 0–14 Characteristics: Development of self-concept, attitudes, needs and general world of work

Stage 2: Exploration Age 15–24 Characteristics: "Trying out" through classes, work experience, hobbies. Tentative choice and skill development

Stage 3: Establishment Age 25–44 Characteristics: Entry-level skill building and stabilization through work experience

Stage 4: Maintenance Age 45–64 Characteristics: Continual adjustment process to improve position

Stage 5: Decline Age 65+ Characteristics: Reduced output, prepare for retirement.

### 2. The Theory of Competency Quality

In 1973, Dr. McClelland first proposed the concept of "ability quality". Competency, he argues, is "knowledge, skills, abilities, traits or motivations that are directly similar to or linked to work or job performance or other important outcomes in life." Its famous iceberg model (Figure 2) gives the meaning of competence very graphically: the part exposed on the surface of the sea is the surface part, that is, the human knowledge and skills, which are easily perceived. And the potential quality of a person is particularly important, it is hidden, and the difficulty of being excavated and perceived is reflected in the different depths of the iceberg map. As shown in the figure 1.

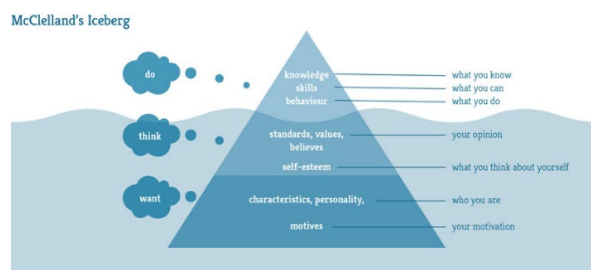


Figure 1. Model of McClelland iceberg (1993).

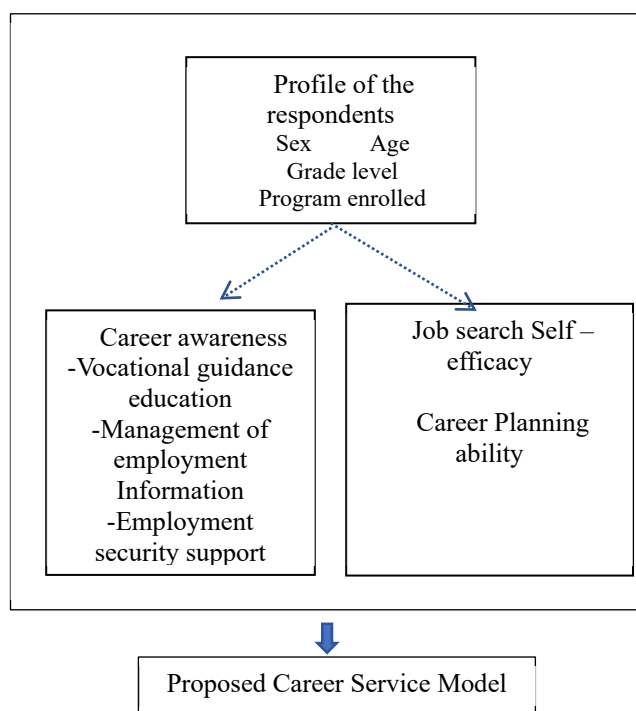
It can be seen that competency is the personal knowledge ability and behavioral characteristics required by individuals to perform in a certain position in a certain position, which is required for the strategic development of the organization. This individual trait is embodied in traits, social roles, values, etc., which can distinguish high-performing employees from average-performing employees. What kind of talents the society needs, and the gap between the existing talents and the training goals, can be reflected through the quality of competence. Enterprises can recruit employees according to

the ability and quality requirements of the position to be hired to determine whether the candidate has the motivation, professional quality, knowledge and skills expected by the enterprise, and can also determine the occupational requirements required for the position according to the quality model to avoid recruiting unsuitable employees. For college students, who have been in a relatively independent ivory tower for a long time, their values, life attitude, self-image, personality quality and other content, for the professional knowledge and skills learned, compared with the staff who have stepped into the society for many years, are more malleable, especially some of the qualities that can be cultivated and improved through learning, such as psychological endurance, thinking ability, interpersonal skills, etc.

### 3. Self-Efficacy Theory by Albert Bandura

The self-efficacy theory holds that people are likely to engage in activities to the extent that they perceive themselves to be competent. 4 sources of self-efficacy are Performance Accomplishments, Vicarious Experience, Social Persuasion, and Physiological and Emotional States.

Self-Efficacy Theory of Bandura follows the principle that people are likely to engage in activities to the extent that they perceive themselves to be competent at those activities. Self-efficacy is the belief in one's effectiveness in performing specific tasks. Albert Bandura's theory of self-efficacy has important implications for motivation. As shown in the figure 2.



**Figure 2.** Research paradigm

This study utilized the quantitative approach particularly the descriptive comparative-correlational design. Four hundred sixty students were the respondents of the study. These students came from Hunan University of Technology. They were requested to answer the survey questionnaire. The researcher used three variables: career awareness, job search Self – efficacy and career planning ability.

### Hypothesis

Ho1: There is no significant difference in the assessment of

the respondents to their level of career awareness when their profile is taken as test factors.

Ho2: There is no significant difference in the level of job search Self-efficacy of the student-respondents when their profile is taken as test factor.

Ho3: There is no significant difference in the level of career planning ability of the student-respondents when their profile is taken as test factor.

Ho4: There is no significant relationship among the career awareness, job search self-efficacy and career planning ability of the student-respondents.

## 6. Methodology

The chapter presents the research design and techniques used by the researcher in conducting the study. It includes respondents of the study, research instrument used data processing and the statistical tools utilized in the analysis and interpretation of data.

## 7. Research Design

This study utilized the Quantitative approach particularly the Descriptive comparative-correlational research design.

Quantitative research methodology is a method based on quantitative data collection and analysis that describes, analyses and explains phenomena through numerical variables. In this study, a quantitative approach was chosen to gain insight into the career awareness, job search self-efficacy, and career planning ability of college students and to explore the association between them. Quantitative methods provide objective and quantitative data that help to accurately measure the relationship between the variables in the study. A questionnaire was used as the primary data collection tool to gather the views and perceptions of university students.

The descriptive comparative correlational research design aims to describe and compare phenomena between different groups and to examine the correlations between variables. In this design, the personal backgrounds of university students will be described to compare the differences between different groups in terms of career awareness, job search self-efficacy and career planning skills and to analyse the correlations between these variables. Describe the personal background characteristics of college students, including gender, age, grade, major, and family income. Compare the differences in career awareness, job search self-efficacy, and career planning ability among different groups and identify the influencing factors. Correlation studies to analyse the correlations between variables and understand the extent of their association.

This paper mainly studied the current situation of college students' career awareness, job search Self-efficacy and career planning ability planning and other related issues, and the research idea is to make college graduates more in line with the needs of society by studying the problem of college students' career planning and how to implement more effective college students' career planning education in higher education. This paper mainly adopts the literature research method, questionnaire survey method and induction method to explore the current situation of college students' career planning in the analysis and research literature, and provide a theoretical basis for improving and improving college students' career planning.

## 8. Research Locale

Hunan University of Technology is a comprehensive university with a history of more than 60 years, in February 2006, approved by the Ministry of Education, the school was renamed from Zhuzhou Institute of Technology to Hunan University of Technology, and in the same year merged Zhuzhou Normal College and Hunan Metallurgical Vocational and Technical College; In the process of running the school, Hunan Urban Construction School and Hunan Provincial Finance and Accounting School have been merged into the school. The history of the school can be traced back to the establishment of Zhuzhou Normal School in 1958. In 1995, as one of the first pilot institutions, the school took the lead in passing the qualification assessment of undergraduate teaching work of the former State Education Commission, and in 2003 it was approved by the Academic Degrees Committee of the State Council as a master's degree awarding authority, in 2008 it was rated by the Ministry of Education as an excellent university for undergraduate teaching level evaluation, in 2009 it obtained the qualification for foreign students to recruit, in 2010 it passed the quality assessment of the master's training process with excellent results, in 2013 it was awarded the "Top 50 Universities with Typical Experience of Graduate Employment" in 2013, and it was awarded at the end of 2013 The enrollment right of "Serving the National Special Needs Doctoral Talent Training Project" began to recruit doctoral students in 2014, and in 2021, the school was approved by the Academic Degrees Committee of the State Council as a doctoral degree awarding unit, and "Materials Science and Engineering" was approved as a first-level discipline doctoral degree authorization point. The school has 22 teaching colleges and 1 independent college, and has established a discipline system with engineering as the main and coordinated development of engineering, science, management, literature, economics, law, agriculture, education and art.

## 9. Population and Sampling Technique

In order to thoroughly assess the current situation of career planning among university students, the researcher utilized the proportional stratified random sampling from different grade levels.

The table below shows the population and target respondents on the basis of the Qualtrics sampling and the proportional stratified random sampling with an error margin of 5%.

**Table 1.** Sample size distribution

College	Population registered students	Sample respondents
Computer Science	2526	141
Electrical and Information Engineering	2419	133
Packaging Design Arts	2212	122
Economics and Trade	2041	119
<b>Total</b>	<b>9,198</b>	<b>515</b>

## 10. Research Instrument

The main research instrument used in this study was the survey-questionnaire, and according to the focus and purpose of this research, combined with the existing relevant research. The questionnaire of this study consists of four parts: the first part was the student's personal background information, the second part is the career awareness status, the third part is the job search Self-efficacy and the fourth part is the career planning ability.

For Part II-This is an adapted and modified questionnaire from the paper of Kunqiang,W. et.al ( 2022) An Exploration of Students' Attitudes Toward Employment Services in Private Schools: The Case of the Sanya Institute of Technology

For Part III – this is an adopted questionnaire from the New General Self-Efficacy Scale by Chen,G. et. al. (2001).

For Part IV – this was a researcher –made questionnaire.

## 11. Data Gathering

The researcher sent a letter to the school's administrators first to ask for permission to conduct the study, and once the permit grant, the questionnaire was distributed to the respondents by the researcher.

The data collection process began with the development of the research plan, which identified the research objectives, questions, and hypotheses. First, the researcher wrote a letter to the school administration detailing the purpose, methodology, and expected outcomes of the study and requesting permission to conduct the study. Once formal permission to conduct the study was granted, the researcher developed a detailed data collection plan that included time frames and steps throughout the data collection process.

Subsequently, the researcher designed the questionnaire, ensuring that the questions covered key variables such as career awareness, job search self-efficacy and career planning skills. A small pre-test was conducted to verify the clarity and validity of the questionnaire. Based on the results of the pre-test, the researchers revised and modified the questionnaire to ensure its quality and validity.

During the data collection phase, the researcher organised the survey team and conducted the necessary training to ensure consistent distribution of the questionnaire and data collection. The questionnaires were distributed to the target group of university students while explaining the purpose of the study, safeguarding the anonymity and confidentiality of the questionnaires to the respondents. This stage required careful organisation to ensure smooth distribution of the questionnaires and understanding by the respondents.

Once the data collection was completed, the researcher organised and stored the data to ensure its security and accessibility. Next, the data were analysed using appropriate statistical methods to answer the research questions and test the research hypotheses. Finally, the researcher interpreted the results of the data analyses, formed research conclusions, and prepared a report to present the study's findings to stakeholders and academics. The entire data collection process was planned systematically and transparently to ensure the scientific validity and reliability of the study.

## 12. Results Analysis and Interpretation

This chapter presents the results of the findings as well as the detailed explanations of the data presented on the tables.

# Result of the Study:

**Table 1.** Profile of the student- respondents in terms of:

Sex	Frequency (f)	Percentage(%)
Male	276	53.6
Female	239	46.4
<b>Total</b>	<b>515</b>	<b>100</b>
<b>Age</b>		
19 years old and below	117	22.7
20 years old	123	23.9
21 years old	143	27.8
22 years old and above	132	25.6
<b>Total</b>	<b>515</b>	<b>100</b>
<b>Year Level</b>		
Freshman	127	24.7
Sophomore	129	25.0
Junior	134	26.0
Senior	125	24.3
<b>Total</b>	<b>515</b>	<b>100</b>
<b>College majors</b>		
Computer Science	141	27.4
Electrical and Information Engineering	133	25.8
Packaging Design Arts	122	23.7
Economics and Trade	119	23.1
<b>Total</b>	<b>515</b>	<b>100</b>
<b>Monthly income of parents</b>		
Below 5,000 yuan	133	25.8
6,000 yuan to 10,000 yuan	119	23.1
11,000 yuan to 15,000 yuan	134	26.0
Over 15,000 yuan	129	25.0
<b>Total</b>	<b>515</b>	<b>100</b>

As shown in Table 1, in terms of sex, 276 or 53.6% were male- students and 239 or 46.4% were female students. It showed that there are more male- respondents than female-students. who are enrolled in the different sample colleges/majors. This reflects a higher level of participation by male students in the field of study.

In terms of age, the most number of student- respondents are under the age of 21 years old or 27.8 % and the lowest is under the age of 19 years old and below,117 of them or 22.7% of the total number of respondents.

In terms of grade level, the most number of student-respondents are enrolled in junior level already, 134 of them or 26% of the total number of respondents and the lowest number of respondents are already in their senior level, 125 of them or 24.3% of the total number of respondents.

In terms of college affiliation, the most number of student-respondents are enrolled in the college of computer

science ,141 of them or 27.4 of the total number of respondents.

And those enrolled in the college of economics and trade are the lowest in number, 119 only or 23.1%

In terms of monthly income, most of the student-respondents revealed that their parents have 11,000 yuan to 15,000 yuan monthly income.

1.Level of career awareness of the student-respondents in terms of:

a. Vocational Guidance Education

Table 2 shows the data about the assessment of the student-respondents as to their level of career awareness particularly in terms of vocational guidance education.

In general, table 2 shows that the student-respondents are partially aware of the vocational guidance education program of their school. It is evident in the composite mean result of 1.98 and standard deviation of .678.

**Table 2.** The assessment of the student-respondents as to their level of career awareness particularly in terms of vocational guidance education

Indicators	Mean	SD	Adjectival Interpretation	Rank
1.There is a provision of career orientation in the Curriculum	2.45	1.091	Partially aware	1
2.There is an available textbooks or manuals for career orientation/planning	1.99	.711	Partially aware	3
3.There is an available guidance on career planning	1.96	.698	Partially aware	7
4.There are courses related to guidance on entrepreneurship	1.97	.698	Partially aware	4
5.There is an available training to improve employment skills	1.96	.689	Partially aware	7
6.There is consistency with the cultivation objectives of students	1.99	.696	Partially aware	3
7.There are diversity of forms	1.96	.698	Partially aware	7
Composite mean	1.98	.678	Partially aware	

*N=515 Legend : 4.00-3.51=Strongly Agree/Fully aware ; 3.50-2.51=Agree / Aware; 2.50-1.51=Disagree /Partially aware ; 1.50-1.00=Strongly Disagree / Not aware*

Looking closely at the mean results of the different indicators , it shows that indicator #1 ” There is a provision of

career orientation in the Curriculum ”has the highest mean result of 2.45 which shows that the student-respondents are partially aware that there is an existing provision of the career orientation in the curriculum. The data could further implied also that they are partially aware that this career program is being offered in their school. It could be inferred that this career awareness program was not fully understood by the students or it could mean also that the people in-charge of the said program did not intensify their campaign because the student-respondents were not that fully aware of the said program. This is supported by the indicators which has the lowest mean result of 1.96 , “There is an available guidance

on career planning”, There is an available training to improve employment skills, and There are diversity of forms”. This could mean further that this program was not fully cascaded to the student body that is why they are not fully aware of it.

Table 3 shows the data about the assessment of the student-respondents as to their level of career awareness particularly in terms of management of employment information.

In general , table 3 shows that the student-respondents are partially aware of the management of employment of information of their school. It is evident in the composite mean result of 2.02 and standard deviation of .678.

**Table 3.** The assessment of the student-respondents as to their level of career awareness particularly in terms of management of employment information

Indicators	Mean	SD	Interpretation	Rank
1. Employment information website is available	2.50	1.085	Partially aware	1
2. The school builds a practice base and an employing unit information database for the said base	1.98	.672	Partially aware	7
3. There are Tracking and services of graduates	2.01	.706	Partially aware	5
4. There is assigned personnel who investigates the job market and introducing the recruiting units	1.98	.677	Partially aware	7
5. There is timeliness of update of employment information	2.02	.721	Partially aware	3
6. Information about employment services can be easily access	2.01	.703	Partially aware	5
7. All-sidedness of employment information is available for students	2.03	.681	Partially aware	2
Composite mean	2.02	.678	Partially aware	

*N-515 Legend : 4.00-3.51=Strongly Agree/Fully aware ; 3.50-2.51=Agree / Aware ; 2.50-1.51=Disagree /Partially aware ; 1.50-1.00=Strongly Disagree / Not aware*

Looking closely at the mean results of the different indicators, it shows that indicator #1 ” Employment information website is available ”has the highest mean result of 2.50 which shows that the student-respondents are partially aware that there is an existing online information of the career campaign in the website. The data could further implied also that they are partially aware that this career program is being advertised in the website. It could be inferred that this career awareness program was not fully understood by the students or it could mean also that the people in-charge of the said program did not intensify their online campaign because the student-respondents were not that fully aware of the said program. The above result is also supported by these two indicators which received the lowest mean results of 1.98. “The school builds a practice base and an employing unit information database for the said base” and “There is assigned personnel who investigates the job market and introducing the

recruiting units” . And these two indicators could be the reasons why the student-respondents were not fully aware of the existing of the online database for the employment information. The student-respondents were partially aware of this career program because the assigned person who will manage the online site is not enough or it could mean that the assigned person is not that knowledgeable in handling or managing online job market.

#### c. Employment Security and Support

Table 4 shows the data about the assessment of the student-respondents as to their level of career awareness particularly in terms of employment security and support.

In general , table 4 shows that the student-respondents are partially aware of the existence of the career awareness which takes care the employment security and support of the school . It is evident in the composite mean result of 1.8 and standard deviation of .765.

**Table 4.** The assessment of the student-respondents as to their level of career awareness particularly in terms of employment security and support

Indicators	Mean	SD	Interpretation	Rank
1. There is rationality of agency setting	2.50	1.11	Partially aware	1
2. There is soundness and perfection of agency	2.00	.695	Partially aware	3
3. There are personnel assigned in handling of relevant procedures	1.97	.695	Partially aware	7
4. There is an allotted financial support for career awareness campaign	2.00	.722	Partially aware	3
5. Service efficiency is good	1.99	.697	Partially aware	5
6. There is a degree of attention to the needs of the students is high	1.99	.702	Partially aware	5
7. Venue and Equipment for career awareness are available	1.98	.705	Partially aware	6
Composite mean	1.87	.765	Partially aware	

*N-515 Legend : 4.00-3.51=Strongly Agree/Fully aware ; 3.50-2.51=Agree / Aware ; 2.50-1.51=Disagree /Partially aware ; 1.50-1.00=Strongly Disagree / Not aware*



Looking closely at the mean results of the different indicators, it shows that indicator #1 "There is rationality of agency setting" has the highest mean result of 2.50 which shows that the student-respondents are partially aware that there is an existing employment security and support. The data could further implied also that they are partially aware that the existence of a career awareness program is being

grounded on a sound rationale and policy. The second highest indicators support these findings. Indicators #3 with a mean result of 2.00.

Part II. Significant difference in the assessment of the respondents to their level of career awareness when their profile is taken as test factors.

**Table 5.** Based on Sex

Profile	Factors	Mean	SD	t-value	p-value	Ho	Verbal Interpretation
Sex	<i>Male</i>	2.07	.182	.357	.723	Do not Reject	Not Significant
	<i>Female</i>	2.05	.182				

Significant level of 0.05

Table 5 shows the results of the mean comparison analysis of the student-respondents' assessment of their level of career awareness when grouped by sex.

The calculated p-value for the students' level of career awareness is .723 with a t- value of .357. The null hypothesis

is accepted since the significance value is higher than 0.05 which means that there is no significant difference in the assessment of the student- respondents on their level of career awareness even when their sex is used as a testing factor.

**Table 6.** Based on Age

Profile	Factors	Mean	f-value	p-value	Ho	Verbal Interpretation
Age	19 years old and below	1.99	1.239	.301	Do not Reject	Not Significant
	<i>20 years old</i>	2.07				
	<i>21 years old</i>	2.08				
	<i>22 years old and above</i>	2.09				

Significant level of 0.05

Table 6 shows the results of the mean comparison analysis of the student-respondents' assessment of their level of career awareness when grouped by age.

The calculated p-value for the students' level of career awareness is .301 with a f-value of 1.239. The null hypothesis is accepted since the significance value is higher than 0.05 which means that there is no significant difference in the assessment of the student- respondents on their level of career

awareness even when their age is used as a testing factor.

The findings of this study indicates that age plays an important role in the assessment of the level of career awareness among the student-respondents which shows also that regardless of their age group , the student-respondents are partially aware of the existence of a career program in their school.

**Table 7.** Based on Year Level

Profile	Factors	Mean	f-value	p-value	Ho	Verbal Interpretation
Year Level	<i>Freshman</i>	2.0533	.056	.983	Do not Reject	Not Significant
	<i>Sophomore</i>	2.0582				
	<i>Junior</i>	2.0746				
	<i>Senior</i>	2.0547				

Significant level of 0.05

Table 7 shows the results of the mean comparison analysis of the student-respondents' assessment of their level of career awareness when grouped by year level.

The calculated p-value for the students' level of career awareness is .983 with a f- value of .056. The null hypothesis is accepted since the significance value is higher than 0.05 which means that there is no significant difference in the assessment of the student- respondents on their level of

career awareness even when their year level is used as a testing factor.

The findings of this study indicates that year level plays an important role in the assessment of the level of career awareness among the student-respondents which shows also that regardless of their year level group , the student-respondents are partially aware of the existence of a career program in their school.

**Table 8.** Based on College/Program Enrolled

Profile	Factors	Mean	f-value	p-value	Ho	Verbal Interpretation
College/Program Enrolled	<i>Computer Science</i>	2.07	.058	.991	Do not Reject	Not Significant
	<i>Electrical and Information Engineering</i>	2.06				
	<i>Packaging Design Arts</i>	2.06				
	<i>Economics and Trade</i>	2.05				

Significant level of 0.05

Table 8 shows the results of the mean comparison analysis of the student-respondents' assessment of their level of career awareness when grouped by college or program enrolled.

The calculated p-value for the students' level of career awareness is .991 with a f- value of .058. The null hypothesis is accepted since the significance value is higher than 0.05 which means that there is no significant difference in the assessment of the student- respondents on their level of career awareness even when their college or program enrolled

is used as a testing factor.

The findings of this study indicates that college or program enrolled plays an important role in the assessment of the level of career awareness among the student-respondents which shows also that regardless of the difference in the program they enrolled in , the student-respondents are partially aware of the existence of a career program in their school.

**Table 9.** Based on Monthly Income of Parents

Profile	Factors	Mean	f-value	p-value	Ho	Verbal Interpretation
Monthly Income of Parents	<i>Below 5,000 yuan</i>	2.06	.063	.979	Do not Reject	Not Significant
	<i>6,000 yuan-10,000 yuan</i>	2.07				
	<i>11,000 yuan-15,000 yuan</i>	2.04				
	<i>Over 15,000 yuan</i>	2.06				

*Significant level of 0.05*

Table 9 shows the results of the mean comparison analysis of the student-respondents' assessment of their level of career awareness when grouped by the monthly income of their parents.

The calculated p-value for the students' level of career awareness is .979 with a f- value of .063. The null hypothesis is accepted since the significance value is higher than 0.05 which means that there is no significant difference in the assessment of the student- respondents on their level of career awareness even when the monthly income of their parents is used as a testing factor.

The findings of this study indicates that the monthly income of the parents of the student-respondents play an important role in the assessment of the level of career

awareness among the student-respondents which shows also that regardless of the difference in the monthly income of their parents, the student-respondents are partially aware of the existence of a career program in their school.

Part III: Level of job search self-efficacy as perceived by the student-respondents

Table 10 shows the level of self-efficacy of the student-respondents when searching for job. In general, the composite mean result of 2.47 shows that there is a low level of job search self-efficacy among the student-respondents. This could mean that the student-respondents are they perceived that they have a low level of self-confidence or drive in searching

**Table 10.** The level of self-efficacy of the student-respondents when searching for job

Indicators	Mean	SD	Interpretation	Adjectival interpretation	Rank
1. I will be able to achieve most of the goals that I have set for myself.	2.92	1.350	Neither Agree for a job.nor Disagree	Neither high or low level	1
2. When facing difficult tasks, I am certain that I will accomplish them	2.45	.912	Disagree	Low level	7
3. In general, I think that I can obtain outcomes that are important to me.	2.44	.001	Disagree	Low level	8
4. I believe I can succeed at almost any endeavor to which I set my mind.	2.45	.868	Disagree	Low level	7
5. I will be able to successfully overcome many challenges.	2.51	.876	Disagree	Neither high or low level	2
6. I am confident that I can perform effectively on many different tasks.	2.45	.891	Disagree	Low level	7
7. Compared to other people, I can do most tasks very well.	2.48	.91304	Disagree	Low level	3
8. Even when things are tough, I can perform quite well.	2.46	.91449	Disagree	Low level	4
Composite mean	2.47	.908		Low level	

*N-515 Legend : 5.00-4.26=Strongly Agree/Very high level ; 4.25-3.26=Agree / High level;3.25-2.51=Neither agree or disagree /Neither high or low level ; 2.50-1.51=Disagree / Low level;1.50-1.00=Strongly disagree/Very low level*

Looking closely at the mean results of the different indicators , it shows that indicator #1 " I will be able to achieve most of the goals that I have set for myself. "has the highest mean result of 2.92 which shows that the student-respondents felt that they neither have a high or low level of self-efficacy when it comes to searching for their job after they graduate.. The second highest indicators support these

findings. Indicator #5 with a mean result of 2.51 "I will be able to successfully overcome many challenges. " which could mean that the student-respondents neither agreed that they have a high or low level of self-efficacy when searching for a job. It could be inferred that the students' level of self-efficacy was not fully improved . The above result is also supported by these indicators which received the lowest mean



results of 2.45 . “When facing difficult tasks, I am certain that I will accomplish them” ,” I believe I can succeed at almost any endeavor to which I set my mind.” and “ I am confident that I can perform effectively on many different tasks.” These indicators could further imply that the student-respondents have a low level of self-efficacy and confidence when it comes to performing the different tasks and when they are trying to overcome the problems and challenges that come

their way. In general , the student-respondents’ low level of self-efficacy could hinder them in achieving greater things to be successful in the different areas of their lives especially in finding their dream job in the future.

Part IV. Significant difference in the level of job search self-efficacy as perceived by the student-respondents when their profile is taken as test factor.

**Table 11.** Based on Sex

Profile	Factors	Mean	SD	t-value	p-value	Ho	Verbal Interpretation
Sex	<i>Male</i>	2.51	.158	.207	.839	Do not Reject	Not Significant
	<i>Female</i>	2.53	.173				

*Significant level of 0.05*

Table 11 shows the results of the mean comparison analysis of the student-respondents' assessment of their level of career awareness when grouped by sex.

The calculated p-value for the students’ level of career awareness is .839 with a t- value of .207. The null hypothesis is accepted since the significance value is higher than 0.05 which means that there is no significant difference in the assessment of the student- respondents on their level of job search self-efficacy when their sex is used as a testing factor.

The findings of this study indicates that sex plays an important role in the assessment of the level of job search self-efficacy among the student-respondents which shows also that both male and female-respondents felt that they neither have a high or low level of self-efficacy when searching for their dream job in the future.

Part IV: Level of career planning ability as perceived by the student-respondents

**Table 12.** Level of career planning ability as perceived by the student-respondents

Indicators	Mean	SD	Interpretation	Adjectival interpretation	Rank
1.I think it's important to start a career at the university level.	2.51	1.104	Agree	Capable	1
2.I know exactly how to plan my career.	1.98	.703	Disagree	Less capable	9
3.I know what kind of work my personality is suitable for.	1.98	.715	Disagree	Less capable	9
4.I know what kind of work my major is suitable for.	2.04	.698	Disagree	Less capable	2
5.I often pay attention to social job postings and requirements.	2.00	.706	Disagree	Less capable	7
6.I have clear personal career development goals.	2.00	.702	Disagree	Less capable	7
7.I plan to attend and receive guidance on career planning.	2.02	.727	Disagree	Less capable	3
8.I will take the initiative to look for further education and training opportunities to improve my competitiveness.	2.00	.706	Disagree	Less capable	7
9. I have to change my view of the current state of employment.	2.01	.696	Disagree	Less capable	4
10. I have to adjust my career plans.	1.95	.715	Disagree	Less capable	10
Composite mean	2.00	.781	Disagree	Less capable	

*N=515 Legend : 4.00-3.51=Strongly Agree/Highly capable ; 3.50-2.51=Agree /capable; 2.50-1.51=Disagree /Less capable ; 1.50-1.00=Strongly Disagree / not capable*

Table 12 shows the level of career planning ability of the student-respondents. In general , the composite mean result of

2.00 and standard deviation of .781 shows that the student-respondents are less capable of planning for their career.

**Table 13.** Significant relationship among the career awareness, job search self-efficacy and career planning ability of the student-respondents.

Pearson Correlations						
Variable 1	Variables 2,3	r-value	Level of Association	p-value	Ho	Interpretation
Career Awareness	Job Search Self-Efficacy	-.330	Moderate Negative Correlation	.181	Do not Reject	Not Significant
	Career Planning Ability	.010	Low Positive Correlation	.967	Do not Reject	Not Significant

*Significant level of 0.05*

Table 13 shows the level of correlations of the three variables namely, career awareness, job search self-efficacy and career planning ability of the student-respondents.

The career awareness of the student-respondents has a moderate negative correlation to their job search self-efficacy. This is evident in the r-value of -.330 which could imply that the level of career awareness of the students affects to their level of job search self-efficacy. Based on previous findings on these variables, it could be inferred that the student-respondents are partially aware of the existence of the career program in their schools which affected negatively their job search self-efficacy. Improving the system of information dissemination and career campaign could help the level of career awareness and job search self-efficacy of the student-respondents.

### 13. Conclusions

Looking into the results and analyses of this study, the following conclusions can be inferred:

1. In terms of gender, the proportion of male and female students is roughly equal. The age structure shows diversity, with an average age of 21. Students are distributed in different grades and specializations, and there are large differences in annual family incomes.

2. the overall level of students' career awareness needs to be improved, especially in the areas of career information management and employment security and support.

3. students' overall perception of self-efficacy in job search is low, and they lack confidence in facing difficulties and challenges in job search.

4 Students' self-evaluation of their career planning skills was relatively low, especially in understanding the applicability of their majors and adjusting their career plans.

5 Individual characteristics, such as gender, age, grade, major, and family income, did not produce significant differences in students' levels of career awareness. Schools should adopt a more integrated approach in conducting career awareness training to cater for the needs of all students.

6. Students' personal characteristics did not produce significant differences in the level of job search self-efficacy, indicating that schools should adopt a holistic approach in training and counselling to ensure that all students benefit.

7. Personal characteristics did not show significant differences in students' career planning skills. Schools should provide personalized counselling and assistance to different students when providing career planning support.

8. There is a negative correlation between students' career awareness and job search self-efficacy, and a positive correlation with career planning ability. Schools should focus on career planning training when improving students' confidence in job-seeking, in order to comprehensively improve students' career literacy.

### 14. Recommendations

Based from the conclusions of the study, the following recommendations were drawn:

Strengthen the career campaign of the school by allotting enough budget and assigning qualified people to handle the job.

Utilize different resources on the implementation of the career awareness campaign of the school.

Pilot test the proposed output of the study.

### Acknowledgment

I would like to express my deepest gratitude to the following:

To Dr. Lorna A. Espeso, my dear adviser, from the design of the paper to the final draft, she supported me step by step. She set a lifelong model for me with her rigorous way of study, a generous and kind mind, a positive and optimistic attitude towards life.

To our beloved dean, Dr. Glicerica C. Lunag, for her full support and guidance to all the students in the graduate school. Dr. Norita E. Manly, Dr. Erna Aquino Lahoz, Dr. Maria Luvimi L. Casihan, Dr. Pamela B. Mantuhac, and Dr. Ildebrando N. Buot, the research committee, they gave me valuable opinions on my paper from all aspects, and made significant contributions to my research and the finalization of my paper.

To my classmates and friends, they provided me with a lot of help and care, especially when I lack of confidence, they gave me a constant encouragement and shared all kinds of difficulties for me.

To my family, they gave me great support and strength. Home is the biggest driving force for me to move forward. Without them, I wouldn't be able to do anything.

### References

- [1] Ao Jing & Wu Lihan. (2022). The application of personality exploration in college students' career planning. *Human Resources Development* (15), 76-77. doi:10.19424/j.cnki.41-1372/d.2022.15.014.
- [2] Bandura, A. (1997). *Self-efficacy: The Exercise of Control*. W.H. Freeman [M]. Times Books, Henry Holt & Co, New York, NY.
- [3] Chen, Q.. (2021). Research on the relationship between college students' career planning and mental health. *Gakuen* (11), 87-89.
- [4] Ding, C.. (2020). Problems and countermeasures in college students' career planning. *Human Resources* (24), 72-73.
- [5] Gao, Y.Z.. (2021). A comparative study on the career planning of college students in different places of origin. *Minzu University of China*, 2021. DOI:10.27667/d.cnki.gzymu.2021.000579.)
- [6] Gao, A.. (2020). Research on the cultivation of college students' career planning ability (doctoral dissertation, Zhengzhou University).
- [7] Gou, Y.. (2022). Exploration of the path of career planning ability assessment of college students in the new era. *Industrial Innovation Research* (06), 148-150..
- [8] Guo, S.F.. (2022). Research on the problems and countermeasures of college students' career planning education. *Taste Classics* (20), 89-91.
- [9] He, J.Q.. (2021). Research on Problems and Countermeasures of College Students' Career Planning under the Trend of Integration, Normal Colleges (Master's Thesis, Central China Normal University). <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202202&filename=1021157809.nh>
- [10] Huang, X.L. (2017). The Relationship between Career Psychological Resources and Human Capital and Job Outcomes: A Chain Mediation of Job Search Self-efficacy and Job Search Behavior (Master's Thesis, Shaanxi Normal University). <https://kns.cnki.net/kcms2/article/abstract?v=5faiAHckh4yaRl>

- UbP0io8iCPF-4j0ucAkyJoK2zzQpxgdKM3valwicexp9zpOdtSO3Ohz8\_c2kLxU0EqfHS2ExMXIERjyJkUrmfytP4CVFO8iV1VAFA1A=&uniplatform=NZKPT&language=CHS
- [11] Jiang,G.Y. & Du,P.. (2021). Exploration on the integration of college students' career planning and ideological and political education. *Employment and Security*(09),116-117.
  - [12] Kunqiang,W. et.al ( 2022) .An Exploration of Students' Attitudes Toward Employment Services in Private Schools: The Case of the Sanya Institute of Technology
  - [13] Li,X. & Dong,B.J.. (2021).Analysis of Optimization Strategy of College Students' Career Planning Education. *Journal of Kaifeng Vocational College of Culture and Art* (10), 144-146.
  - [14] Li,G.J.. (2021).Analysis of career planning problems and countermeasures of college students in vocational colleges. *Guangxi Education*(23),161-162.
  - [15] Li,Y.C.. (2010). A Review of Classic Articles on College Students' Career Planning. *Research on Higher Education in Heilongjiang*. No. 4 .93-95.
  - [16] Liu,M.X.. (2022). Research on the training path of college students' career planning ability in the new era. *Industry and Technology Forum* (18), 187-188.
  - [17] Ma,X.J.. (2003).Human Resource Management and Development[M]. Petroleum Industry Press, 15-18
  - [18] Nie,Y.M.. (2018). Research on the Construction of Career Planning Guidance System for College Students in Private Colleges and Universities (Master's Thesis, East China University of Political Science and Law <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202001&filename=1020708039.nh>).
  - [19] Ou,Y.Y. & Zhu,Y.F.. (2023). Career planning ability training of college students. *Cooperative Economy and Science and Technology*(04),100-102.] doi:10.13665/j.cnki.hzjykyj.2023.04.033.
  - [20] Ren,Y.W.,Shi,S.B.,Chen,H. & Xu,S.N.. (2021).“ The Influence of Job Seeking Self-efficacy of Fresh Graduates on Job Seeking Outcomes under "Cloud Recruitment": A Forward-looking Job Search as a Mediator. *Modern Commerce and Industry*(24),58-59. doi:10.19311/j.cnki.1672-3198.2021.24.028.
  - [21] Saks,A.M.,Zikic,J.,Koen, J.Job search self-efficacy: Reconceptualizing the construct and its measurement. *Journal of Vocational Behavior*,2015(86):104-114.
  - [22] Wang,Y., Wang,M. & Tang,B.. (2020). Discussion on career planning education for vocational college students. *Investment and Cooperation* (12), 159-160.
  - [23] Wang,Z.. (2021). The impact of college students' career planning on students' career development. *Industrial Innovation Research*(05),139-141.
  - [24] Wu,S.L.. (2021). Research on the importance of career planning education for college students. *Teaching and Education (Higher Education Forum)* (06), 32-33.
  - [25] Xie,X.M.. (2021). Analysis of influencing factors and countermeasures of students' career planning ability in vocational colleges. *New Curriculum Teaching (Electronic Edition)* (14), 175-176.
  - [26] Xu,Y.W. (2015). The Target System and Realization Path of College Students' Career Planning Education. *Education Review*. No. 2, 2015. 100-102.
  - [27] Yang,H.X.. (2010).Research on the Employment Service System for American College Students and Its Enlightenment to China's Employment Guidance Work. *School Party Building and Ideological Education*. No. 1. 84-86.
  - [28] Yang,J., Miao,H.Y. .(2021) .Research on Career Planning Ability Improvement of New Generation College Students. *Science and Education Collection(Second Issue)*, (08):28-29
  - [29] Yu,Z.Y.. (2017). Statistical Survey and Research on College Students' Career Planning (Master's Thesis, Chongqing University).<https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD201801&filename=1017838235.nh>
  - [30] Zhang,G.L.. (2021). Exploration of college students' career planning education under the background of the new college entrance examination. *Journal of Liuzhou Vocational and Technical College* (01),68-71. doi:10.16221/j.cnki.issn1671-1084.2021.01.015.
  - [31] Zhang,F.. (2018). The relationship between college students' career adaptability, job search self-efficacy and job search behavior and job search results. *Employment of Chinese College Students*(06),34-41.].
  - [32] Zhang,L.R.. (2021). Research on the Relationship between College Students' Career Expectations and Professional Commitments: The Mediating Role of Career Planning and the Moderating Role of Gender (Master's Thesis, Liaocheng University <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD202202&filename=1021850279.nh>).
  - [33] Zou,J.W.. (2021). Research on Innovation and Entrepreneurship Education Reform Based on College Students' Career Planning. *Decision Exploration (middle)* (06), 65-66.