



(RESEARCH ARTICLE)



College and career competency needs assessment of home economics strand students: Basis for Career Guidance Program

Aleen Chan Gara ^{1,*} and Albino C. Galgo Jr. ²

¹ Doctor of Education in Educational Leadership Student at National Teachers College- Manila Campus, Philippines.

² Master of Arts in Information Student at Pamantasan ng Lungsod ng Muntinlupa, NBP Reservation Muntinlupa City, Philippines.

World Journal of Advanced Research and Reviews, 2024, 21(01), 2073–2084

Publication history: Received on 07 December 2023; revised on 17 January 2024; accepted on 19 January 2024

Article DOI: <https://doi.org/10.30574/wjarr.2024.21.1.0179>

Abstract

The study analyzes Home Economics Strand program students' demographic profiles, career aspirations, and perceived competencies. It finds that most students are 17-18 years old, aligning with Senior high school levels. However, there is a significant gender imbalance, with more female students enrolled. The socio-economic status of students' parents indicates financial challenges, with 78.08 % earning less than P10,000 monthly. This highlights the students' economic background and potential difficulties meeting basic needs, including education. The study suggests exploring these factors to inform the design of targeted support systems.

The survey examines students' interests, capabilities, career choices, and professional objectives. Results show a higher interest in bread and pastry production and food and beverage/bartending, while financial management, culinary expertise, and leadership qualities are highly valued. The research suggests that educational institutions should modify curricula to enhance these skills. Self-evaluation of students' abilities in home economics curriculum areas can help determine confidence levels. Proficiency in Fashion in Hospitality Management and family and consumer sciences knowledge are seen as weaker, while entrepreneurial mindset and adaptability/flexibility are highly valued.

The correlation matrix explores the relationships between students' interests and skills, suggesting strong connections between various hospitality management sub-fields. Finally, the study concludes by highlighting the importance of the presented data in informing decision-making regarding curriculum development, support systems, and career guidance. Moreover, it emphasizes the importance of investigating how socio-economic factors impact learners' academic experiences to nurture an educational atmosphere that promotes inclusivity and provides support.

Keywords: College and Career Competency; Needs assessment; Career aspirations

1. Introduction

Education is pivotal in equipping students with the necessary skills and competencies to navigate the complexities of the ever-evolving job market and pursue successful careers. It relates to all occupational and work-related concerns and issues of learners. It is based on the Career Development Domain stipulated in DM 15 s. 2020 (5), whereas "it encompasses gaining the skills, attitudes, and knowledge necessary smooth progression from the academic environment to professional world, and for navigating different jobs throughout one's lifetime. It includes but is not limited to learners' discovery of their interests, talents, and skills, decision making, problem-solving, planning and exploring their career options and opportunities." Within secondary education, specialized strands such as Home Economics offer unique opportunities for students to develop a diverse skill set encompassing home management,

* Corresponding author: Aleen Chan Gara RGC

livelihood, and personal development. Amidst this educational landscape, understanding the college and career competency needs of students within the Home Economics Strand becomes imperative for designing and implementing an effective career guidance program tailored to their aspirations, capabilities, and competencies. Given the high competition in the national and global markets, schools must cultivate today's student competencies with the abilities of the future. However, developing a workforce with a strong education is not accessible if the educational system does not look at some of the most critical aspects of its graduates. According to Yee [12], a reporter from the Philippine Daily Inquirer, reported that some companies hire employees based on their competencies rather than their qualifications. Henceforth, The Human Resources Development Foundation Inc. Philippine Chamber of Commerce and Industry (PCCI HRDF) suggests that the reluctance to employ recent graduates might stem from a lack of essential skills and training, which the current Senior High School (SHS) program has not yet addressed.

In addition, Cuy and Salinas [4] emphasize the importance of understanding what it means to be "college-ready". Thus, the researchers conducted this research to understand better how Grade 12 HE students acquire college and career competency or skills and what college and career-ready skills they struggle with before graduation in senior high school. Furthermore, assisting our Grade 12 HE students with their college and career competency is a long-term commitment; job preparedness calls for comprehensive methods and cooperative efforts.

1.1. Rationale of the Study

The Home Economics Strand in secondary education aims to impart knowledge and instill practical skills and competencies for personal and professional growth. However, a critical need exists to comprehensively evaluate the specific competencies students desire within this specialized domain. Identifying these competencies is pivotal in shaping a targeted career guidance program that aligns with their aspirations, augments their strengths, and addresses potential gaps to ensure a seamless progression into higher education or the workforce.

1.2. Significance of the Study

This research endeavors to bridge the gap between academic curricula and real-world applications by conducting a thorough needs assessment of Home Economics Strand students. This study seeks to unearth insights essential for developing a robust career guidance program by scrutinizing their college and career competency needs. The resultant program will serve as a strategic tool in assisting students in making informed career choices and equipping them with the requisite skills, knowledge, and guidance to thrive in their chosen career paths.

1.3. Research Objectives:

Identify the HE students' level of interest in their career aspirations within the

- Home Economics Strand.
- Determine the importance of perceived competencies, skills, and envisioned career paths. Competencies for the HE students.
- Utilize the findings to design a comprehensive career guidance program that caters to Home Economics Strand students' identified competency needs and aspirations.

1.4. Research Question

This research study entitled "College and Career Competency Needs Assessment of Home Economics Strand Students: Basis for Career Guidance Program" is designed to provide answers to the following inquiries:

What is the demographic profile of the respondents?

- Age,
- Gender,
- Socio-economic status?

What is the level of interest of the HE students in career areas related to their chosen strand in terms of:

- Home Management / House Keeping
- Culinary Arts
- Bread and Pastry
- Food and Beverage / Bartending

- Menu Planning
- Entrepreneurship
- Events and Catering Services
- Family and Consumer Sciences
- Nutrition, Health, and Wellness
- Fashion in Hospitality

How critical are the perceived competencies, skills, and envisioned career paths competencies for HE students?

Is there a significant relationship between the career areas' level of interest and HE students' perceived competencies, skills, and envisioned career paths competencies?

What specific method or strategy do the HE students believe to be the most effective in utilizing the identified competencies to guide them toward their career paths or further education?

1.5. Hypothesis of the Study

Hypothesis for Career Aspirations

There is no significant relationship between the career areas' level of interest and HE students' perceived competencies and skills and envisioned career paths competencies.

1.6. Scope and Limitations of the Study

The study focuses on Grade 12 Home Economics Students from Muntinlupa National High School for the School Year 2023-2024. The research is limited to respondents' perceptions of the school's career advice program and services, highlighting their subjective viewpoints. The respondents, specifically Grade 12 students enrolled in TVL - HE strands, were primarily influenced by their limited but experienced conceptions of the program and services.

2. Literature Review

Pursuant to the DepEd Memorandum No. 76 s 2016 Senior High School Operations Manual, typically, for students between ages 15 and 18, senior high school, often referred to as senior secondary school, is a higher education level under the K-12 Curriculum Program. It frequently comes right after junior high school graduation and happens before entering college or the workforce. Students concentrate on academic or career tracks to get ready for college or in the world of work. A student's acquisition of more specific information and skills is the goal of this educational phase. Accountancy, Business Management (ABM), General Academic Strand (GAS), Humanities and Social Sciences (HUMSS), Science, Technology, Engineering, and Mathematics (STEM), and other academic tracks that are in line with workforce demands and college requirements may offer in senior high school in some educational systems, as well as career pathways like the Technical-Vocational-Livelihood (TVL) strand which offers specialization in Agri-Fishery Arts, Information and Communications Technology (ICT), Industrial Arts, and Home Economics. These courses are meant to give students a solid foundation in preparation for enrolling in other college courses or going along particular professional pathways [8].

The Home Economics strand concentrates on livelihood businesses such as home management, fashion designs, hospitality, cooking, serving, baking, crafting, travel services, wellness massage therapy, and theme parks and attractions associated with ecotourism [8].

Numerous studies have investigated how home economics students in their senior year of high school perceive their competency needs and how those needs relate to courses they would take in college. Cabrera [3] concentrated on assessing home economics graduates' preparation for the workforce, whereas Mukhamedzhanov [9] created a nutritional education curriculum to enhance students' sustainable dietary abilities. These studies offer insightful information about the skills needed to succeed. When Bell [2] contrasted student-directed and teacher-directed approaches to competency attainment, she discovered there needed more variation in most cases. It implies that both strategies may work, but more investigation is required to identify the best action. In evaluating students' abilities, Doménech-Betoret [7] emphasized the significance of self-efficacy, which could be a valuable complement to competency tests.

The goal of Cabrera's [3] research is to assess the work preparedness of senior high school home economics graduates for both business and academia by developing and validating the Work Preparedness Assessment Scale (WRAS). Four dimensions were identified through focus group talks, and a sample of 311 senior high school students was used to validate the scale using Rasch Modelling. The findings demonstrate one-dimensionality, functional response alternatives, a rise in item difficulty with response options, a productive measure, well-organized items, and a high degree of discrimination across test takers with varying degrees of preparation for the workforce, an association study with Work Immersion grades further validates the WRAS's usefulness.

On the other hand, the goal of Rahmadhani et al.'s [10] study was to examine the abilities that vocational students need for the workforce while considering the Indonesian National Qualifications Framework requirements and the curriculum followed by vocational high schools. Data for the study was gathered via a questionnaire and was defined using a mixed-method approach that combines quantitative and qualitative research. With a percentage gain of 45.61%, the results show a deficiency in vocational school graduates' ability to fulfill the demands of the working world. The paper makes the case that it is critical to enhance analysis and match graduates' competencies with industry demands to lower unemployment at the vocational school level. The purpose of SMK is not the high unemployment rate; rather, it should be a workforce that is prepared for work. It is impacted by the need for more career options and the low level of graduates' competency in the sector. Additionally, qualified educators are required to help pupils develop their competencies and skills. This study aims to examine the competency requirements that vocational students have for the workforce and curriculum followed by vocational high schools and the capabilities generated by industry demands aligned with the Indonesian National Qualifications Framework requirements, demonstrating this alternative.

According to Yavuz, et al. [11], the problem of assessing students' needs for college and job competency in the Home Economics Strand has been studied in the literature. Research has been done in several nations, including the United States and Turkey, to determine what students need to prepare for college and the workforce. These studies have discovered several characteristics, including parent education level, gender, country type, academic success, and socio-economic status, that affect students' perceptions of their preparedness for college and workforce preparedness. Furthermore, studies on college students studying home economics' attitudes and actions about sustainable development (SD) have been done. According to this study, college students studying home economics exhibited pro-sustainable development behaviors, indicating that home economics curricula can be valuable in encouraging sustainable living.

3. Research Methodology

3.1. Research Design

This study uses a descriptive correlation method, a quantitative research method using a constructed questionnaire, to investigate the relationship between two or more quantitative variables from the same group of participants. The researchers interact with participants and collect necessary information through surveys, focusing on similar score patterns rather than differences in averages.

3.2. Respondents of the Study

The total number of respondents was Two Hundred Nineteen (219) out of 363 total population of the HE Grade 12 students of Muntinlupa National High School - Senior High School.

3.2.1. Sampling Technique

This research employed systematic sampling strategies to select participants from a specific population, using an odd and even scheme as a sample interval.

3.3. Research Instrument

The researchers developed a survey questionnaire technique for data collection in a study. The questionnaire analyzed student demographics, professional goals, and abilities, focusing on age, gender, and socioeconomic status. It also assessed students' skills and career choices for further education in home economics. The survey was designed after reviewing literature and expert advice.

3.4. Data Collection

The researchers collaborated with the TVL coordinator, focal people, and school head to schedule instrument delivery and ensure participant privacy during survey administration. Data was obtained through questionnaire retrieval, calculations, analysis, and statistical processing.

3.5. Statistical Analysis /Treatment

Statistical tools like frequency and percentage distribution were used to find out how demographic profiles were distributed quantitatively and how often mistakes were made. Arithmetic/weighted mean was used to determine the overall trend of the data. The following scale was utilized and applied to describe the mean scores on the career aspirations based on the interest of the respondents.

Table 1 Rating for Career Aspirations of the Students

Statistical Limits	Numerical Rating	Qualitative Description
4.51 - 5.0	5	Extremely Interested
3.51 - 4.50	4	Very Interested
2.51 - 3.50	3	Moderately Interested
1.51 - 2.50	2	Slightly Interested
1.00 -1.50	1	Not at all Important

Researchers utilized Pearson's correlation coefficient to examine the significant relationship between job goals, competence, and prospects of HE Grade 12 students at a 0.05 or 5% significance threshold. To determine that there is a correlation between the two variables under consideration, the interpretation is as follows:

Table 2 Correlation Table

Correlation Coefficient	Interpretation
0.80 – 1.00 (-0.80 – -1.00)	Very Significant Correlation
0.50 – 0.80 (-0.50 – -0.80)	Significant Correlation
0.30 – 0.50 (-0.30 – -0.50)	Fairly Significant Correlation
0.00 – 0.30 (0.00 – -0.30)	Insignificant Correlation

4. Results

4.1. Demographic Profile of Respondents

Table 3 Distribution of Students Profile in Terms Of Age

Age	Frequency	Percentage (%)
17	93	42.47
18	58	26.48
19	38	17.35
20	16	7.30
21 and above	14	6.39
Mean average Age: 17		

A survey of 219 students revealed that the majority (94.47%) were aged 17-18, with a mean age of 17. However, a significant proportion (73.5%) were over 18, with those aged 19 and older expected to attend college. Most respondents were suitable for senior high school, with the majority falling between 17 and 18.

Table 4 Distribution of Students' Respondents Profile in Terms of Gender

Gender	Frequency	Percentage (%)
Male	98	44.75
Female	111	50.68
LGBTQ	10	4.57
Total	219	100%

Many respondents (44.75%) are male, with a higher proportion of females (4.57%), indicating a higher registration rate for classes in 2023–2024, with 111 out of 219 respondents being female.

Table 5 Student Respondents Profile in terms of Socio-Economic Status

Monthly Income	Frequency	Percentage (%)
P10,000 and below	171	78.08
P10,001 - P20,000	26	11.87
P20,001 - P30,000	12	5.48
P30,001 - P40,000	3	1.37
P40,001 - P50,000	2	0.91
P50,001 and above	5	2.28

Most parents of 219 students reported earning P10,000 or less each month, indicating they are not over the poverty level. The majority struggled to meet the basic needs of their family, such as their children's education. The data show that 78.08% of respondents' parents earn P10, 000 or less a month, suggesting they are not over the poverty level, and they struggled to meet the fundamental demands of their family including their children's education.

4.2. Career Aspirations

Table 6 Respondents' Assessment of the Career Aspirations' Interest

Interest on Career Aspirations	Weighted Mean	Standard Deviation	Variance	DR
Home Management /_Housekeeping	3.09	1.319	1.740	SI
Family and Consumer Sciences	3.21	1.286	1.653	SI
Menu Planning	3.32	1.192	1.422	SI
Culinary Arts	3.48	1.275	1.627	SI
Fashion in Hospitality	3.55	1.282	1.643	VI
Events and Catering Services	3.55	1.169	1.368	VI
Entrepreneurship	3.61	1.220	1.487	VI
Nutrition, Health, and Wellness	3.67	1.242	1.543	VI
Bread and Pastry Production	3.82	1.153	1.331	VI
Food and Beverage / Bartending	3.84	1.106	1.223	VI

<p>LEGEND:</p> <p>4.51 - 5.0 Extremely Interested (EI)</p> <p>3.51 - 4.50 Very Interested (VI)</p> <p>2.51 - 3.50 Slightly Interested. (SI)</p> <p>1.51 - 2.50 Moderately Interested (MI)</p> <p>1.00 -1.50 Not at all interested (NI)</p>				
--	--	--	--	--

The survey measures students' interest in home economics subjects, indicating a high increase in interest. The Standard Deviation and Variance columns show variability in student responses. Food and Beverage/Bartending and Bread and Pastry Production are the most popular, while Family and Consumer Sciences and home management/housekeeping are less interesting. All subjects show considerable variation in interest, with standard deviations falling between 1.1 and 1.3.

4.3. Perceived competency and skill

Table 7 Perceived Competency and Skills

Competency and Skill Indicators	C&S WM	SD	Variance	DR
Financial Management and Budgeting Skills	4.28	0.889	0.791	VI
Culinary Expertise and Cooking Techniques	4.16	0.996	0.991	VI
Leadership Qualities and Team Management Skills	4.14	1.049	1.100	VI
Strong Interpersonal Communication Skills	4.13	1.055	1.112	VI
Adaptability and Flexibility in Varying Environments	4.07	1.094	1.196	VI
Critical Thinking and Problem-Solving Abilities	4.05	1.128	1.272	VI
Entrepreneurial Mindset and Business Acumen	4.03	1.104	1.219	VI
Understanding of Nutrition and Wellness Principles	4.03	1.071	1.146	VI
Proficiency in Fashion in Hospitality Management	3.88	1.100	1.210	VI
Knowledge in Family and Consumer Sciences	3.772	1.143	1.305	VI
<p>LEGEND:</p> <p>4.51 - 5.0 Extremely Important (EI)</p> <p>3.51 - 4.50 Very Important (VI)</p> <p>2.51 - 3.50 Slightly Important. (SI)</p> <p>1.51 - 2.50 Moderately Important (MI)</p> <p>1.00 -1.50 Not at all Important (NI)</p>				

The table shows that interpersonal, culinary, and business skills are considered most crucial for students in their industry. The lowest-scoring subjects are Fashion Proficiency and Family/Consumer Sciences Knowledge. However, all talents are considered relatively required, with all means exceeding 3.5. There is a debate over the significance of these skills, with financial abilities being considered necessary with the lowest variance.

4.4. Envisioned Career Path

The study reveals that students' self-reported skill levels in various home economics education areas are generally high, with the highest means for Entrepreneurial Mindset, Adaptability/Flexibility, and Food Beverage/Bartending. Family/Consumer Sciences Knowledge, Events/Catering Services, and Home Management/Housekeeping are the lowest means. The Std Deviation and Variance columns show significant variation in self-ratings across the topics. The means are high across topics, suggesting moderate skill levels in most areas. However, some topics, like Family/Consumer Sciences, need to be stronger. Strong positive correlations indicate an overlap between interests and skills in various hospitality areas. For example, interest in culinary arts correlates strongly with bread and pastry production and fashion in hospitality. Strong correlations are found between critical thinking, leadership, and

adaptability. Family/Consumer Science knowledge correlates with fashion in hospitality management, menu planning, and nutrition/wellness. Financial management skills correlate moderately with culinary, entrepreneurship, and communication skills, suggesting some overlap between financial acumen and other hospitality abilities. In conclusion, interests and capabilities in various hospitality sub-domains are highly interconnected, with strengths in one area reflected in strengths in related areas.

Table 8 Envisioned Career Path

Indicators	Mean	Std. Deviation	Variance	DR
Financial Literacy	3.95	1.068	1.140	VI
Culinary skills and management	4.05	1.044	1.090	VI
Leadership qualities and team management skills	3.95	1.132	1.282	VI
Cost control and accounting	3.95	1.087	1.181	VI
Critical thinking and problem-solving abilities	4.04	1.104	1.219	VI
Entrepreneurial mindset and business acumen	4.07	1.073	1.151	VI
Nutrition and Wellness Understanding	3.96	1.075	1.155	VI
Fashion in hospitality management	3.84	1.108	1.227	VI
Family and consumer sciences	3.77	1.055	1.113	VI
Adaptability and flexibility	4.06	1.056	1.115	VI
Food and Beverage /Bartending	4.06	0.941	0.886	VI
Interpersonal Communication Skills	3.97	1.045	1.091	VI
Bread and Pastry	3.97	0.993	0.985	VI
Home Management and Housekeeping	3.83	1.081	1.169	VI
Events and Catering Service	3.81	1.045	1.091	VI
LEGEND: 4.51 - 5.0 Extremely Important (EI) 3.51 - 4.50 Very Important (VI) 2.51 - 3.50 Slightly Important. (SI) 1.51 - 2.50 Moderately Important (MI) 1.00 - 1.50 Not at all Important (NI)				

5. Discussion

5.1. Demographic Profile

The information provided about the respondents' demographic profile regarding age. Most students fall within the 17-18 age range, with 42.47% aged 17 and 26.48% aged 18. The mean average age is 17, indicating that most respondents are appropriate for Senior High School. However, there is a notable number of students older than 18, suggesting some may be college students. It is essential to explore the reasons for the presence of older students and whether it aligns with the educational institution's expectations.

5.2. Gender Distribution

The distribution of respondents based on gender reveals that females constitute the majority at 50.68%, males at 44.75%, and LGBTQ individuals at 4.57%. It indicates a gender imbalance, with more female students officially enrolled for the specified academic year. It might be interesting to explore the reasons behind this gender distribution and whether it reflects broader trends in the field of study or educational institution.

5.3. Socio-Economic Status

The socio-economic status of the student's parents based on monthly income shows that most parents (78.08%) earn P10,000 and below, suggesting that many families may face financial challenges. This information highlights the students' economic background and emphasizes the potential difficulties in meeting basic needs, including education. Exploring the implications of this socio-economic background on students' academic performance and well-being could be crucial for designing targeted support systems.

5.4. Career Aspirations

The Career aspirations of students' data reveal that most are interested in Food and Beverage/Bartending and Bread and Pastry Production. On the other hand, Home Management/Housekeeping and Family and Consumer Sciences garner lower interest. The standard deviation and variance metrics suggest varying levels of agreement among students regarding their interest in these topics. Understanding students' preferences is vital for curriculum planning and ensuring alignment with their career goals.

5.5. Perceived Competency and Skills

Based on students' perceived competency and skills, students consider Financial Management and Budgeting, Culinary Expertise, and Leadership Qualities critical. The data shows a generally positive perception of their abilities across various competencies. However, the variation in importance ratings indicated by standard deviation and variance suggests that opinions vary among students. This information is valuable for educational institutions to tailor their curriculum to enhance and emphasize critical competencies.

5.6. Envisioned Career Path

As for the students' perceived skill levels in various home economics areas, Entrepreneurial Mindset, Adaptability/Flexibility, and Food/Beverage Bartending are areas where students rate themselves highest on average. On the other hand, Family/Consumer Sciences Knowledge, Events/Catering Services, and Home Management/Housekeeping are perceived as weaker areas. This self-assessment provides insights into students' confidence in their skills and areas where they may need additional support or training. The correlation matrix provides a comprehensive understanding of the relationships between students' interests and skills in various hospitality management areas. The high correlations suggest strong connections between interests and skills. Identifying these connections is crucial for educational institutions to design integrated programs that align with students' strengths and interests.

Furthermore, the presented data offers valuable insights into the respondents' demographic profiles, career aspirations, perceived competencies, and envisioned career paths. Analyzing this information can help educational institutions make informed decisions regarding curriculum development, support systems, and career guidance. Additionally, exploring the implications of socio-economic factors on students' academic experiences is crucial for fostering an inclusive and supportive learning environment.

6. Conclusion

The study's findings show that examining the demographic profile, gender distribution, socio-economic status, career aspirations, perceived competencies, and envisioned career paths provides a comprehensive understanding of the student population in the home economics education program. Most students fall within the 17-18 age range, aligning with the Senior High School level. However, the presence of older students raises questions about the educational institution's expectations and the diverse needs of the student body.

A notable gender imbalance is observed, with more females officially enrolled for the academic year. Further exploration is needed to understand the reasons behind this distribution and its implications for the field of study and the institution.

The socio-economic status of the student's parents, as indicated by monthly income, highlights financial challenges for many families. This information underscores the potential impact on students' academic performance and well-being, emphasizing the necessity for targeted support systems.

Exploring students' career aspirations reveals a keen interest in Food and Beverage/Bartending and Bread and Pastry Production. At the same time, Home Management/Housekeeping and Family and Consumer Sciences garner less

enthusiasm. Understanding these preferences is vital for curriculum planning to align educational offerings with students' career goals.

Perceived competencies and skills are generally positive, with Financial Management, Culinary Expertise, and Leadership Qualities considered highly important. However, as reflected in standard deviation and variance metrics, the varying opinions among students emphasize the need for tailored curriculum approaches to enhance and emphasize critical competencies.

The self-assessment of students' skill levels in various hospitality management areas provides valuable insights into their confidence levels. They identified areas of strength, such as Entrepreneurial Mindset and Adaptability/Flexibility, in contrast with perceived weaknesses in Family/Consumer Sciences Knowledge and Home Management/Housekeeping. This information aids in designing targeted support and training programs to address specific skill gaps.

The correlation matrix reveals strong connections between students' interests and skills in various home economics sub-fields. Positive correlations suggest overlap and relationships between interests and skills, providing a foundation for designing integrated programs that align with students' strengths.

Meanwhile, the presented data offers actionable insights for educational institutions to inform decision-making in curriculum development, support systems, and career guidance. Understanding the diverse needs and backgrounds of the student population is crucial for fostering an inclusive and supportive learning environment. Addressing socio-economic factors and tailoring educational offerings to match students' aspirations and competencies will contribute to the overall success and satisfaction of the home economics strand program.

6.1. Recommendations

6.1.1. Understanding the Presence of Older Students

Conduct surveys or interviews to understand the reasons for the presence of older students in the home economics program. This information will help the educational institution tailor support services or create programs that meet the diverse needs of students with varied age profiles.

6.1.2. Addressing Gender Imbalance

Investigate the underlying reasons for the gender imbalance in enrollment. Perform surveys or engage in focus group discussions to determine if this issue is exclusive to the hospitality management field or if it mirrors broader patterns within the institution. Introduce measures to promote gender diversity and guarantee equitable opportunities for every student.

6.1.3. Support Systems for Financially Challenged Families

Recognizing the high percentage of parents with monthly incomes of P10,000 and below, implement targeted support systems such as scholarships and financial aid programs or provide part-time employment opportunities to ease the financial strain on students and their families.

6.1.4. Curriculum Alignment with Career Aspirations

Align the curriculum with students' career aspirations by emphasizing topics that generate higher interest, such as Food and Beverage/Bartending and Bread and Pastry Production. Introduce elective courses or workshops that allow students to specialize in their preferred areas.

6.1.5. Enhancing Key Competencies

Based on the perceived importance of competencies like Financial Management, Culinary Expertise, and Leadership Qualities, enhance these critical skills through specialized courses, practical training, and workshops. Cultivate an educational setting that encourages the enhancement of these skills.

6.1.6. Tailoring Support for Weaker Areas

Identify specific support mechanisms for areas perceived as weaker, such as Family/Consumer Sciences Knowledge and Home Management/Housekeeping. Implement targeted tutoring, mentorship programs, or additional resources to help students strengthen their skills in these domains.

6.1.7. Regular Review and Update of Curriculum

Establish a mechanism for regular curriculum review and update to ensure it remains aligned with industry trends and evolving student interests. This will help maintain the program's relevance and prepare students for the dynamic field of hospitality management.

6.1.8. Career Counselling and Skill Development Programs

Supply career counseling assistance to aid students in making informed choices regarding their career trajectories. Implement programs for skill development, workshops, and internships that empower students to apply theoretical knowledge in real-world scenarios, enhancing their practical proficiency.

6.1.9. Promote Inclusivity and Diversity

Cultivate a learning atmosphere that embraces diversity and promotes inclusivity. Implement awareness programs and activities that promote inclusivity, respect, and understanding among students, regardless of age, gender, or socio-economic background.

6.1.10. Implement an ongoing process of monitoring and assessment.

Set up a system for consistently evaluating and reviewing the program's effectiveness. Gather input from students, educators, and industry experts to pinpoint areas requiring enhancement and guarantee the program stays attuned to the changing demands of students and the industry.

Compliance with ethical standards

Acknowledgment

I express my gratitude to Dr. Antonio B. Rocha, the school principal of Muntinlupa National High School-Division of Muntinlupa, for allowing this study to be conducted. I thank Mr. Albino C. Galgo Jr. for his support and technical assistance throughout the study. Dr. Marikey Conde, Mr. Marvin Lunar RGC, and Mr. Junjie Talatayod RGC, the Career Advocacy Unit Team members, for providing invaluable support and encouragement. Ms. Marinel Gara Ancheta's enthusiasm and commitment inspired me to conduct this study and to support me in pursuing my doctorate studies. Special thanks to Dr. Dennis Caballes, my professor, who embodied excellence and compassion, unlocked my potential, and brought out the best in me. I also thank the peer facilitators and HE learners who participated in focus group discussions and answered survey questions. Their openness to sharing knowledge and experiences greatly influenced the study's conclusions.

Disclosure of conflict of interest

Aleen Chan Gara and Albino C. Galgo Jr, the manuscript's authors, say there are no conflicts of interest relating to the study's findings. We certify that this research has been carried out impartially, without any financial or personal ties that may influence how the findings are interpreted or presented. We pledge to disclose any potential conflicts of interest in the future immediately.

Statement of informed consent



The fact that participation was entirely voluntary, and that withdrawal would not affect the researchers' or the institution's connection was communicated to the learners' participants. Participants received assurances about confidentiality, including how their data would be anonymized, safely kept, and used only for this research. I answered all the participants' questions, ensuring they understood and giving them plenty of time to decide. Before any study-related procedures were started, each subject provided written consent. I must follow moral principles, ensure informed consent is appropriately documented, and abide by laws governing research involving human beings."

References

- [1] Bastida GL. THE MODERATING EFFECT OF MOTIVATION ON THE RELATIONSHIP BETWEEN PERCEIVED SUPPORT AND ORGANIZATIONAL COMMITMENT. *European Journal of Human Resource Management Studies*. 2022 Mar 29;5(4)

- [2] Bell CG, Cummings MN. Two Methods of Implementing a Home Economics Competency-Based Education Course. Home Economics Research Journal [Internet]. 1976 [cited 2023 Nov 12]; Available from: <https://eric.ed.gov/?id=EJ150973>
- [3] Cabrera W. Development and Validation of Work Readiness Assessment Tool for Home Economics Graduates. International Journal of Economics Development Research (IJEDR). 2020 May 5;1(2):70–109.
- [4] Cuy NA, Salinas EM. Aspiration and Readiness of Filipino Senior High School Students in Pursuing College Degree. Open Journal of Social Sciences. 2019;07(05):143–52.
- [5] Deped Memoranda <https://www.deped.gov.ph/2020/02/04/dm015s2020/>
- [6] Deped Memorandum No. 76 s.2016 DM_s2016_076.pdf (deped.gov.ph) https://www.deped.gov.ph/wp-content/uploads/2018/10/DM_s2016_076.pdf
- [7] Doménech-Betoret F, Abellán-Roselló L, Gómez-Artiga A. Self-Efficacy, Satisfaction, and Academic Achievement: The Mediator Role of Students' Expectancy-Value Beliefs. Frontiers in Psychology. 2017 Jul 18;8(1193).
- [8] Llego MA. DepEd Career Guidance Program (CGP) for School Year 2021-2022 [Internet]. TeacherPH. 2021 [cited 2023 Dec 20]. Available from: <http://www.teacherph.com/deped-career-guidance-program-school-year-2021-2022>
- [9] Mukhamedzhanov E, Tsitsurin V, Zhakiyanova Z, Akhmetova B, Tarjibayeva S. The Effect of Nutrition Education on Nutritional Behavior, Academic and Sports Achievement and Attitudes. International Journal of Education in Mathematics, Science and Technology [Internet]. 2023 Jan 20;11(2):358–74. Available from: <https://files.eric.ed.gov/fulltext/EJ1375395.pdf>
- [10] Rahmadhani S, Ahyuardi, Suryati L. Vocational High School Students' Competency Needs to the World of Work. Mimbar Ilmu. 2022 Sep 3;27(2):349–55
- [11] Yavuz, Olcay, Dogan, Sabri, and Kabakci, Omer Faruk. "An International Comparative Study: Exploring Students' College and Career Readiness Needs," Journal of Research Initiatives. 2019; Vol. 4: Iss. 2, Article 6.
- [12] Yee, J. SPECIAL REPORT: Jobs a hit or miss for senior high school graduates[Internet]. INQUIRER.net. 2018. Available from: <https://newsinfo.inquirer.net/980738/special-report-jobs-a-hit-or-miss-for-senior-high-school-graduates>

Author's Short Biography

	<p>Aleen Chan Gara is a licensed guidance counselor and an educator at Muntinlupa National High School—Senior High School. She took her MAEd in Guidance and Counselling at Pamantasan ng Lungsod ng Muntinlupa. She is recognized as an enthusiastic and active change agent in any organization, particularly when it comes to influencing students in the field of education. Motivated by her oversight, management control, and leadership abilities, Aleen is a doctoral student in Educational Leadership at the National Teachers College Manila Campus in the Philippines. Her dedication to bringing about educational change in students' lives has led her to go above and beyond in her circle of influence, achieving academic excellence and high-quality education.</p>
	<p>Albino Comilang Galgo Jr. is a passionate educator at Muntinlupa National High School, specializing in ICT. He earned his Bachelor of Science in Information Technology from Cebu Institute of Technology University and pursuing his Master of Arts in Information Technology at Pamantasan ng Lungsod ng Muntinlupa. His academic background and dedication to student achievement have had a significant positive impact on young people. His ability to engage students and make complex technical concepts understandable reflects his natural talent for teaching. He believes education is the key to unlocking every student's potential and finds fulfilment in empowering youth to achieve their dreams.</p>