

Career Aspirations Among Teacher Education and Maritime Students (TEAMS) at the University of Antique, Philippines

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ABSTRACT

This descriptive study aimed at assessing the career aspirations among teacher education and maritime students at the University of Antique, Philippines. The computer-processed statistics were frequency, percentage, means, and standard deviation for descriptive analysis, the t-test, and One-Way ANOVA for inferential analysis. Alpha level was set at .05. The study found that students' career aspirations were generally moderate. The students had shared the five highest career aspirations: achieving in their career is very important to them, being one of the best in their field is important to them, becoming a leader in their job is very important to them, attaining leadership status in their career is important to them, and they want their work to have a lasting impact on their field. On the other hand, they also shared the five lowest career aspirations: planning to rise to the top leadership position of their organization or business, managing other employees when they are established in their career, becoming a leader in their career field, knowing that they will be recognized for their accomplishments in their field, and hoping to move up to a leadership position in their organization or business. A significant difference existed in the career aspirations among teacher education and maritime students when classified by age. However, no significant difference existed in the career aspirations among teacher education and maritime students when classified by college, gender, place of birth, and location. Therefore, one important implication that should be considered is bridging the gap between different age groups of students in their career aspirations through workshops and interventions targeted at students in general. They are to be exposed to a wide range of resources that relate to careers.

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1. Introduction.

Aspiration is defined as the goals, dreams, ambitions, and drives of an individual. It is being used interchangeably when discussing student aspirations. Aspirations drive the students to be what they will become. Aspirations are being recognized as multidimensional. It is being associated with the following factors, including educational, vocational, and quality of life issues. It cannot be plainly defined as dreams. Students' aspirations concern their feelings, a combination of educational

goals, and vocational endeavors as elements towards success (Quaglian, 1989).

A student that has low aspiration is too often neglected and has fewer opportunities to achieve. It is a challenge to all educators to give importance to students who have low aspirations in life by providing them a place conducive to learning so that they will perform and be inspired to do well. It is challenging to adopt a student's goal in order to raise their aspirational level because it involves different views of students and teachers, their beliefs, and their habits. A student's interest will also influence their career readiness and how to step up to the next level of their studies. Thus, parents and career guidance counselors should guide and inform the students of the importance of choosing a career path (Boctot et al., 2024; Puebla, 2022).

According to the study of Maestrado and Bucar (2024), school counselors, through the career guidance activities, play

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a vital role in a student's readiness for a career decision. Educators also have the responsibility to ensure students are encouraged to do more than what they may now aspire to. Many educators perceive their students with low aspirations as less motivated and likely to fail at schoolwork. However, Refuncion's (2024)' study revealed that educators should be encouraged to help progress on their career growth to effectively support their students' aspirations.

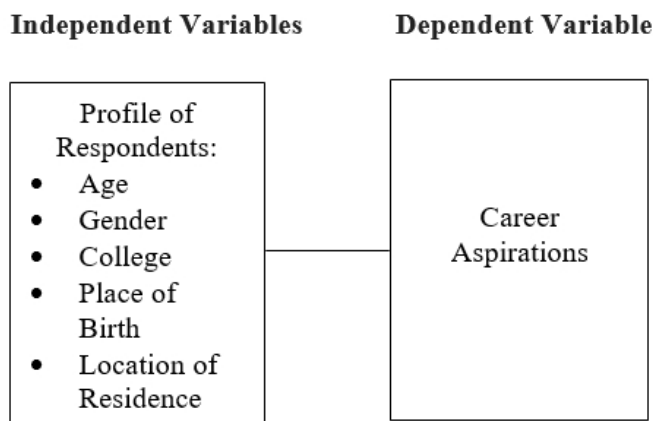
Thus, the researchers aim to determine the career aspirations of students of the University of Antique to provide recommendations that will guide them on their career path.

1.1. Conceptual Framework of the Study.

A thorough examination of the previously cited figure reveals that the independent variables of the study are the personal profiles of the respondents, such as age, gender, college, place of birth, and location of residence. The respondents' ages range from 20 years old and below or above 20 years old; their gender can be classified as male, female, or LGBTQ+; college either maritime studies or teacher education; their place of location either located in southern part of antique or northern part of antique or outside the province of antique; and the location of their residence may be classified plain or beach or mountainous area.

The dependent variable in this study was the career aspirations among teacher education and maritime students. The study categorized the career aspirations into five (5) levels: 21st century learning skills of the maritime faculty into four levels: very true to me, quite a bit true of me, moderately true of me, slightly true of me, and not at all true of me. Figure 1 illustrates in graphic form the paradigm of this study.

Figure 1: Paradigm of the study.



Source: Authors.

1.2. Objectives.

This study aimed to assess career aspirations among teacher education and maritime students at the University of Antique, Philippines when classified according to categories. Further, determine the significant difference in the career aspirations among teacher education and maritime students (TEAMS) when classified according to categories.

1.3. Hypothesis

Based on the preceding problems, the following hypothesis was tested: there is no significant difference in the career aspirations among teacher education and maritime students (TEAMS) at the University of Antique when classified according to categories.

2. Methodology.

2.1. Research Design.

This descriptive study aimed to assess the career aspirations among teacher education and maritime students at the University of Antique. The descriptive method of research was employed in this investigation, since the data were collected to answer questions on the career aspirations among students.

According to Fraenkel et al. (2012), descriptive research focuses on present conditions and interprets the conditions that are happening at the moment. A descriptive study is a process involving collections of data to test a hypothesis, answer questions concerning the status of the subject of the investigation, and document the way things and conditions are (Mills & Gay, 2019). In other words, it is something more than, and beyond, just data gathering. The true meaning of the data collected was reported from the point of view of the objectives of the basic assumption of the study.

The study also used quantitative methods of inquiry. This is the most appropriate method when the study seeks to identify the factors that might affect a specific outcome. Furthermore, this method emphasizes objective measurements and the statistical, mathematical, or numerical analysis of data collected through questionnaires and surveys (Mills & Gay, 2019).

The quantitative data was gathered using the career aspiration scale-revised by Gregor & O'Brien (2025). Reverse score items 2, 4, 12, 20, 22 so the responses are changed in the following way: 0=4, 1=3, 2=2, 3=1, 4=0. Please the new scores in the spaces below that correspond with the item. Place all remaining scores in the spaces with their corresponding item number below. Sum responses to each item for each scale. Higher scores indicate higher aspirations.

Means, frequency, rank, t-test for independent samples, and One-way ANOVA were employed as statistical tools. Alpha was set at .05.

2.2. Respondents of the Study.

The respondents of the present study were 280 randomly selected students from the two (2) leading colleges in the University of Antique, namely, the College of Teacher Education (CTE) and the College of Maritime Studies (CMS) for the school year 2022-2023.

The respondents were categorized according to their age, gender, college, birth place, and location of residence, respectively. There were 208 respondents aged 20 years old and below, 72 aged above 20 years old; there were 149 male, 124 female, and seven (7) LGBTQ+; 118 respondents from the maritime studies and 162 from teacher education; there were 184

respondents resided from the southern part of antique, 46 from the northern part of antique, and 50 resided from the outside of the province of antique; 114 of the respondents were living in plain area, 47 from the beach area, and 119 from the mountainous area.

A simple random sampling method was used in determining the number of respondents, where each member of the population has the equal probability of being selected as sample from the two (2) leading colleges in the University of Antique, namely, the College of Teacher Education and the College of Maritime Studies, respectively. Using the table of random numbers, the researchers have to choose numbers from the table by means of a random start through fishbowl technique. Once the list of random numbers has been selected, the samples were chosen based on the random list. Table 1 shows the distribution of the respondents per variable.

Table 1: Distribution of the respondents.

Variables		f	%
A.	As a Whole	280	100
B.	Age		
	20 and below	208	74
	Above 20 years old	72	26
C.	Gender		
	Male	149	53
	Female	124	44
	LGBTQ+	7	3
D.	College		
	Maritime Studies	118	42
	Teacher Education	162	58
E.	Birth Place		
	Southern Part of Antique	184	66
	Northern Part of Antique	46	16
	Outside Antique	50	18
F.	Location of Residence		
	Plain area	114	41
	Beach area	47	17
	Mountainous area	119	43

Source: Authors.

2.3. Data Gathering Instrument.

The data needed for the present research were drawn from the career aspiration scale-revised by Gregor & O'Brien (2015).

Reverse score items 2, 4, 12, 20, 22 so the responses are changed in the following way: 0=4, 1=3, 2=2, 3=1, 4=0. Please the new scores in the spaces below that correspond with the item. Place all remaining scores in the spaces with their corresponding item number below. Sum responses to each item for each scale. Higher scores indicate higher aspirations.

The score of an individual respondent in the instrument was determined by adding the numerical equivalent of the option chosen, and then the mean was computed. The mean was transmuted into a numerical scale, with assigned interpretations and description.

Table 2: Presents the numerical scale with assigned description and interpretation.

Scale of Means	Description	Interpretation
3.21 – 4.00	Very true of me	Students are very true about their career aspirations
2.41 – 3.20	Quite a bit true of me	Students are quite a bit true about their career aspirations
1.61 – 2.40	Moderately true of me	Students are moderately true about their career aspirations
0.81 – 1.60	Slightly true of me	Students are slightly true about their career aspirations
0.00 – 0.80	Not at all true of me	Students are not true about their career aspirations

Source: Authors.

2.4. Data Gathering Procedure.

The researchers obtained permission to conduct the study from the office of the university president and the office of the deans of the College of Maritime Studies and the College of Teacher Education from the University of Antique.

The researchers personally administered the research instrument to the respondents in their respective colleges. Likewise, the researchers informed the respondents personally about the nature of the study, and assured them that all their responses would be treated with the utmost confidentiality. Finally, they were given the opportunity to withdraw as respondents to the study at any time if they did not feel comfortable with it.

After retrieving the questionnaire, the researchers tallied, processed, analyzed, and interpreted the data.

3. Results.

3.1. Ranks of the Students' Career Aspirations.

When taken as an entire group, the students in this investigation were quite a bit true about their career aspirations, with an obtained overall mean score of 2.95. A scrutiny of the mean in the same table reveals that students obtained five (5) highest mean score were achieving in their career is very important to them ($M = 3.68$, rank 1), being one of the best in their field is important to them ($M = 3.40$, rank 2), attaining leadership status in their career is important to them ($M = 3.36$, rank 3.5), becoming a leader in their job is very important to them ($M = 3.36$, rank 3.5), and they want their work to have a lasting impact on their field ($M = 3.28$, rank 5).

However, the five (5) items of the questionnaire which got the lowest mean score were hoping to move up to a leadership position in their organization or business ($M = 2.68$, rank 20), knowing that they will be recognized for their accomplishments in their field ($M = 2.64$, rank 21), hoping to become a leader in

their career field ($M = 2.57$, rank 22), managing other employees when they established in their career ($M = 2.56$, rank 23), and planning to rise to the top leadership position of their organization or business ($M = 2.50$, rank 24).

Table 3 presents the students' career aspirations.

Table 3: Ranks of career aspirations among teacher education and maritime students when taken as an entire group.

Career Aspirations	$\bar{X}$	SD	Rank	Description
I hope to become a leader in my career field.	2.57	1.15	22	Quite a bit true of me
"I do not plan to devote energy to getting promoted to a leadership position in the organization or business in which I am working.	3.11	0.80	6	Quite a bit true of me
I want to be among the very best in my field.	2.85	1.14	16	Quite a bit true of me
"Becoming a leader in my job is not at all important to me.	3.36	0.73	3.5	Very true of me
When I am established in my career, I would like to manage other employees.	2.56	1.14	23	Quite a bit true of me
I plan to reach the highest level of education in my field.	2.94	1.18	12	Quite a bit true of me
I want to have responsibility for the future direction of my organization or business.	2.98	1.07	9	Quite a bit true of me
I want my work to have a lasting impact on my field.	3.28	0.95	5	Very true of me
I aspire to have my contributions at work recognized by my employer.	2.92	1.08	13	Quite a bit true of me
I will pursue additional training in my occupational area of interest.	3.06	1.00	7	Quite a bit true of me
I will always be knowledgeable about recent advances in my field.	2.96	1.01	10	Quite a bit true of me
"Attaining leadership status in my career is not that important to me.	3.36	0.76	3.5	Very true of me
Being outstanding at what I do at work is very important to me.	2.99	1.04	8	Quite a bit true of me
I know I will work to remain current regarding knowledge in my field.	2.84	1.02	17	Quite a bit true of me
I hope to move up to a leadership position in my organization or business.	2.68	1.05	20	Quite a bit true of me
I will attend conferences annually to advance my knowledge.	2.95	1.07	11	Quite a bit true of me
I know that I will be recognized for my accomplishments in my field.	2.64	1.07	21	Quite a bit true of me
Even if not required, I would take continuing education courses to become more knowledgeable.	2.91	1.09	14	Quite a bit true of me
I would pursue an advanced education program to gain specialized knowledge in my field.	2.89	1.00	15	Quite a bit true of me
"Achieving in my career is not at all important to me.	3.68	0.62	1	Very true of me
I plan to obtain many promotions in my organization or business.	2.72	1.05	19	Quite a bit true of me
"Being one of the best in my field is not important to me.	3.40	0.75	2	Very true of me
Every year, I will prioritize involvement in continuing education to advance my career.	2.74	1.02	18	Quite a bit true of me
I plan to rise to the top leadership position of my organization or business.	2.50	1.18	24	Quite a bit true of me
Grand Mean	2.95	0.64		Quite a bit true of me

Scale of Means: 3.21-4.00 Very true of me; 2.41-3.20 Quite a bit true of me; 1.61-2.40 Moderately true of me; 0.81-1.60 Slightly true of me; 0.00-0.80 Not at all true of me

Source: Authors.

The students' career aspirations are quite true to them when classified according to age, gender, college, birth place, and location of residence. However, students who are 20 years old and below, female, in the college of teacher education, who lived in southern part of antique, and resided in the beach area have higher career aspiration as compared to their counterparts, with obtained mean score of 3.00, 3.00, 2.99, 3.03, and 3.04, respectively. The above findings indicate that, regardless of the profile of the students, their career aspirations are quite true to them.

Table 4 presents the students' career aspirations when classified according to categories.

3.2. Difference in the career aspirations among teacher education and maritime education.

The To ascertain the significant difference in the career aspirations among teacher education and maritime students when classified as to age and college, t-test was used while when they were classified as to gender, place of birth and location, one-way ANOVA was used. Alpha level was set at 0.05.

As shown in Table 5, there was a significant difference in the career aspirations among teacher education and maritime students when they were classified as to age, $t(278)=2.09^*$, $p<0.05$. However, there was no significant difference in the career aspirations among teacher education and maritime students when they were classified as to college, $t(278)=-1.13$, $p>0.05$.

This implies that students whose age is 20 years and below have higher career aspirations than those whose age is above 20 years old. Students when classified as to their college, however,

Table 4: Ranks of career aspirations among teacher education and maritime students when taken as an entire group.

Variables	N	Mean	SD	Description
Age				
20 years old and below	208	3.00	.59	Quite a bit true of me
above 20 years old	72	2.82	.74	Quite a bit true of me
Gender				
Male	149	2.93	.60	Quite a bit true of me
Female	124	3.00	.68	Quite a bit true of me
LGBTQ+	7	2.65	.74	Quite a bit true of me
College				
Maritime Studies	118	2.90	.64	Quite a bit true of me
Teacher Education	162	2.99	.63	Quite a bit true of me
Birth Place				
Southern Part of Antique	184	3.02	.63	Quite a bit true of me
Northern Part of Antique	46	2.81	.60	Quite a bit true of me
Outside the Province of Antique	50	2.85	.67	Quite a bit true of me
Location of Residence				
Plain Area	114	2.92	.69	Quite a bit true of me
Beach Area	47	3.04	.70	Quite a bit true of me
Mountainous Area	119	2.95	.64	Quite a bit true of me

Scale of Means: 3.21-4.00 Very true of me; 2.41-3.20 Quite a bit true of me; 1.61-2.40 Moderately true of me; 0.81-1.60 Slightly true of me; 0.00-0.80 Not at all true of me.

Source: Authors.

have the same level of career aspirations. Teacher Education and maritime students do not differ in their career aspirations.

Table 5: t-test results for difference in career aspirations among students when classified according to age and college.

Category	Sum of Squares	df	Mean Square	F	p	Interpretation
Gender						
Between groups	1.050	2	.525	1.297	.275	Not Significant
Within groups	112.106	277	.405			
Total	113.156	279				
Birth Place						
Between groups	2.352	2	1.176	2.940	.055	Not Significant
Within groups	110.804	277	.400			
Total	113.156	279				
Location of Residence						
Between groups	.445	2	.223	.547	.579	Not Significant
Within groups	112.711	277	.407			
Total	113.156	279				

$p < 0.05$, Significant, $p > 0.05$, Not Significant

Source: Authors.

No significant difference was noted in the career aspirations among teacher education and maritime students when they were classified as to gender, place of birth, and location ($F=1.30$, $p>0.05$; $F=2.94$, $p>0.05$; and, $F=0.55$, $p>0.05$, respectively).

This implies that teacher education and maritime students when classified as to their gender, place of birth, and location do not differ in their career aspirations. They show the same

level of career aspirations. Factors such as gender, place of birth, and location do not influence the career aspirations of the teacher education and maritime students. Table 6 presents the data.

4. Discussions.

The students from the two (2) colleges in the University of Antique revealed that they had “a quite true” career aspirations when they are taken as an entire group and when classified according to age, college, gender, place of birth, and location of residence. They shared the five highest career aspirations: achieving in their career is very important to them, being one of the best in their field is important to them, becoming a leader in their job is very important to them, attaining leadership status in their career is important to them, and they want their work to have a lasting impact on their field. On the other hand, they also shared the five lowest career aspirations: planning to rise to the top leadership position of their organization or business, managing other employees when they are established in their career, becoming a leader in their career field, knowing that they will be recognized for their accomplishments in their field, and hoping to move up to a leadership position in their organization or business.

Furthermore, a significant difference was found to exist in the students’ career aspirations when grouped according to age. However, no significant difference was found to exist when they classified according to college, gender, place of birth, and location of residence.

Conclusions and Recommendations.

The students revealed that their career aspirations are quite true to them. They should give emphasis on weak areas such as aspiring for a leadership position, exert more efforts in school, manage their own business, and lead their own organization.

The career aspirations among students who are 20 years old and above and those 20 and below differed significantly. On the other hand, students in this study have the same career aspirations regardless of their college, gender, place of birth, and location of residence.

The concerned Higher Education Institutions (HEIs) may provide a career development training among its students to discuss career opportunities that help boost their interest in aspiring for a better future. The HEIs may also include in the course syllabus about the importance of career aspirations to motivate students to finish the program of their choice on time.

Furthermore, cadets in this study have dissimilar levels of proficiency in the engine watchkeeping course on ship scenarios from cold ship to own supply, own supply to harbor condition, and from harbor condition to ready for departure condition using the engine simulator with regard to their class section.

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