A Sequential Explanatory Method on the Impact of Student Development Program on College Students' Career Aspirations

Khryss Nicole B. Aripal*, Gabrele D. Cubero
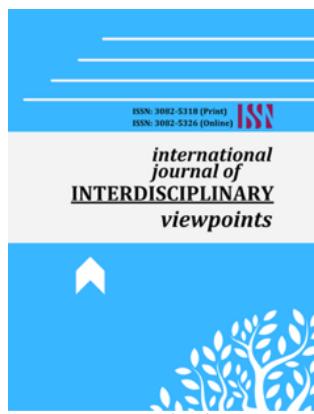
¹⁻²*Davao de Oro State College New Bataan, Philippines*
Corresponding Author's Email: khryssnicolea@gmail.com

Research Article

ABSTRACT

This study examines the impact of student development programs on college students' career goals. It primarily inquires about how these programs influence students' future plans. The research employs both numerical data and personal stories to provide a comprehensive picture. In the first phase, the study collects numerical data; in the second, it gathers students' experiences. Each phase uses a different method to collect information. The results indicate that student development programs help students achieve their career goals. The numbers reveal general trends, while the stories highlight common experiences and themes. Using both types of data gives a clearer understanding of the topic. These findings have implications for education theory, practice, and policy. The study recommends improving student development programs to better support students' career goals. It also notes its own limitations and suggests areas for future research. *Keywords: student development program, career aspirations*

INTRODUCTION

In the current challenging global economic environment, higher education institutions are increasingly required to demonstrate their relevance amid rising graduate unemployment and economic instability. The Philippine education system is grappling with structural challenges and the requirements of a swiftly evolving global economy, leading to an intensified demand for educational reform that prioritizes relevance, adaptability, and preparedness for the future (Barhate & Dirani, 2022; Khampirat, 2020). Universities worldwide face increasing pressure to augment graduate employability and elevate educational quality by promoting students' comprehensive development—cognitive, social, emotional, and ethical (Eblen-Zayas & Russell, 2019; Cariaga & ElHalaissi, 2024). Career aspirations, defined as individuals' prospective educational and professional objectives, are influenced by achievement motivation, self-concept, self-efficacy, and learning environments (Khampirat, 2020). Nevertheless, access to opportunities that facilitate the realization of these aspirations remains inequitable.

In the Philippines, higher education institutions have endeavored to address these challenges by implementing student development programs to improve academic engagement, employability, and 21st-century skills. Student development programs enhance the function of student organizations and co-curricular initiatives in facilitating student success and augmenting educational outcomes (Friales et al., 2023). Research at institutions like Notre Dame of Marbel University indicates that engagement in extracurricular and co-curricular activities fosters skill development; however, there is a clear necessity for systematic evaluation of these programs (Friales et al., 2023). Locally, especially in Davao City and adjacent provinces, students persistently encounter financial hardships, irregular academic guidance, and ambiguity concerning prospective career trajectories, notwithstanding educational growth and the introduction of the K–12 curriculum (Santiago, 2022). Family members, peers, and educators significantly influence students' aspirations, underscoring the necessity of culturally responsive and inclusive educational support systems (Kyaw & Than, 2021).

Despite the expanding literature on student development programs and career aspirations, substantial gaps persist in comprehending how students engage with these programs and how these experiences influence their career aspirations. Contemporary investigations primarily emphasize quantitative outcomes or focus on specific program components, such as leadership training, sociocultural involvement, organizational participation, and athletic engagement (Friales et al., 2023). Leadership and development initiatives have proven effective in cultivating resilience, social conduct, and skill development, thus enabling students to navigate difficulties and pursue ambitious academic and professional aspirations (Noori, 2021; Patrick, 2022; Waldron, 2020). Furthermore, engagement in sociocultural and performing arts endeavors fosters self-awareness, inclusivity, and psychological well-being, consequently reinforcing community ties (Paloma et al., 2021; Giovanis, 2021). Conversely, participation in clubs and organizations promotes persistence and engagement, particularly when it is perceived as meaningful and driven by a sense of responsibility (Hopkins et al., 2021; Misener et al., 2020; Loranca-Valle et al., 2021). Additionally, sports and wellness initiatives further contribute to mental well-being, collaborative skills, leadership qualities, and the acquisition of essential life competencies (Tahira, 2022; Quinaud et al., 2023). However, a considerable body of research offers limited insights into students' individual meanings, personal stories, and subjective understandings of these developmental processes. is particularly noteworthy given that career ambitions are shaped by a multifaceted interplay of internal and external influences, including motivation, self-concept, interpersonal dynamics, family expectations, environmental changes, and organizational climates (Kahu et al., 2019; Barhate & Dirani, 2022). Generation Z students prioritize self-confidence, mentorship, continuous learning, work-life balance, and career stability as they navigate technological advancements and economic uncertainty (Hampton & Welsh, 2019; Maloni et al., 2019; Deloitte, 2019).

Career trajectories are further influenced by learning styles, mentorship dynamics, and developmental prospects that align with students' values and self-perceptions (Nwajiuba & Onyeneke, 2023; Pietroń-Pyszczek et al., 2022; Amat & Talhah, 2021). Qualitative investigations within Philippine and rural educational settings highlight the importance of considering students' lived experiences to understand how educational interventions shape meaning, agency, and future goals (Cariaga et al., 2024). This research examines qualitatively the effects of student development programs—specifically leadership, service-learning, and experiential learning initiatives—on college students' career aspirations. Consequently, this study aims to improve student development programs by centering student viewpoints, thus promoting more adaptable, inclusive, and progressive practices within higher education.

Problem Statement

The main objective of this research is to discover and grasp the impact of student development programs on students' career aspirations. Precisely, this study aims to seek out the response to the following questions:

1. What is the level of the student development program in terms of:
    1.1 leadership and formation?
    1.2 socio-cultural and performing arts?
    1.3 involvement in the clubs and organizations? and,
    1.4 sports and wellness?
2. What is the level of college students' career aspirations in terms of:
    2.1 intrinsic factors?
    2.2 extrinsic factors?
    2.3 career expectation? And
    2.4 career development?
3. Is there a significant relationship between the student development program and college students' career aspirations?
4. What aspect of the student development program gives substantial effect in increasing the college students career aspiration?
5. What are the mechanisms and strategies of college students in facing the challenges they encounter in participating in the student development program which causes struggles in increasing their career aspirations?
6. What are the visions and insights of the college students in applying their skills and knowledge in student development programs to improve their career aspirations?
7. What are the standpoints of the participants on the salient points of the quantitative results?
8. How do qualitative results explain the quantitative results?

Hypothesis

The null hypothesis was tested in this study at a 0.05 level of significance:

There is no significant relationship between the student development program and college students' career aspiration.

MATERIALS AND METHODS

Design

This study employed a sequential explanatory mixed-methods design, involving two phases of data collection and analysis. In the first phase, researchers collected and analyzed quantitative data. The second, qualitative phase aimed to explain and enrich the quantitative findings. This design lets researchers use quantitative results to inform participant selection and guide inquiry in the qualitative phase. Integrating findings across methods strengthens the overall results (Creswell & Creswell, 2017). In the qualitative phase, a phenomenological approach explored the lived experiences of SPES recipients. Phenomenology focuses on understanding the shared meaning of individuals' experiences regarding a phenomenon (Creswell & Poth, 2016). In-depth interviews and focus group discussions helped participants reflect on their engagement in student development programs and how these experiences influenced their career aspirations. The quantitative phase adopted a descriptive-correlational research design to describe the levels of student development programs and career aspirations and to determine the relationship between these variables. Descriptive-correlational designs are useful for identifying patterns, characteristics, and relationships between variables without changing them (Best & Kahn, 2006).

Locale

The research took place in Purok 1A, a state higher education institution in New Bataan, Davao de Oro. During the 2023–2024 academic year, the institution had 1,035 students enrolled in three academic programs: Bachelor of Elementary Education (BEED), Bachelor of Secondary Education (BSED), and Bachelor of Science in Entrepreneurship (BSENTREP). Most of the study's participants were from the BEED program.

Data Collection

For the qualitative component, ten (10) SPES recipients who were enrolled as BEED students during the Academic Year 2023–2024 were purposively selected. Five (5) participants participated in in-depth interviews, while another five (5) took part in a focus group discussion (FGD). Purposive sampling was chosen to ensure the inclusion of participants who could provide rich, detailed information relevant to the research goal: understanding the specific experiences of BEED SPES recipients with student development programs. This approach aligns with the objective of empowering voices closely aligned with the study's focus (Palinkas et al., 2015). Participation in the qualitative phase was limited to BEED students who were active SPES recipients from New Bataan. Students enrolled in BSED or BS Entrepreneurship programs, as well as BEED students who were not SPES recipients, were excluded from the qualitative sample. For the quantitative phase, BEED students from the first to fourth year levels were selected as respondents. To ensure the target population was fully represented, a complete count was conducted, yielding 111 participants. This method was chosen because the population was small enough to allow a complete survey, thereby enabling thorough representation of all academic years. The respondents were divided proportionally by year level to ensure balanced representation. The inclusion criteria required that respondents be officially enrolled as regular BEED students. Therefore, transferees, students who changed programs, students with irregular schedules, and those enrolled in other academic programs were not included in the study.

Data Analysis

To address the research questions, data from both quantitative and qualitative phases were systematically analyzed. For the quantitative data, descriptive statistics—particularly the mean—summarized students' responses regarding the student development program and career aspirations. To determine the relationship between the two variables, researchers used Pearson's Product–Moment Correlation Coefficient (Pearson r). Qualitative data from in-depth interviews and focus group discussions were analyzed using thematic analysis. This process followed the framework proposed by Braun and Clarke (2006). It involved familiarization with the data, generating initial codes, identifying and reviewing themes, and constructing a coherent narrative to capture participants' shared experiences and meanings. After separate analyses, the quantitative and qualitative findings were integrated using the sequential explanatory mixed-methods approach. Qualitative results explained, contextualized, and deepened the interpretation of quantitative findings (Creswell & Creswell, 2017). This integration offered a more comprehensive understanding of how student development programs influenced college students' career aspirations.

Ethical Considerations

By getting permission from the Davao de Oro State College Research Ethics Committee (DDOSC REC) before beginning data collection, the researcher made sure that all ethical research standards were followed throughout

the study. Through a thorough informed consent process, participants were fully told about the goals, methods, possible dangers, and their rights, including the ability to withdraw at any time and the flexibility to participate voluntarily. By securely keeping all personal data and granting only authorized personnel access, privacy and secrecy were rigorously upheld. To avoid possible harm, the study also excluded vulnerable groups like children, people with life-threatening conditions, and members of racial or ethnic minorities who are at risk. To reduce any hazards to the participants' physical, mental, or emotional health, all study activities were carried out in a courteous and safe manner. By correctly citing all sources, abstaining from plagiarism, and making sure that no data were altered, manipulated, or faked, academic integrity was maintained.

RESULTS AND DISCUSSION

The results section of the sequential explanatory mixed method reports on the findings from the analysis of both quantitative and qualitative databases. It is divided into two parts. The first part is about the results of a quantitative–descriptive assessment of the 100 respondents (students) utilizing a 40-item adapted test questionnaire, and the second part is the results of the qualitative –utilizing a 5 participant in-depth interview and 5 participants focus group discussion. Together with the mean scores and descriptive interpretation, the interpretation of the data that had been gathered was presented in a tabular and written format. The topic was discussed, namely, the Impact of Student Development Programs on College Students' Career Aspirations and the correlation between measures.

One of the objectives of this study is to determine the impact of student development programs. The student development program is evaluated in terms of Leadership and Formation, Socio-Cultural and Performing Arts, Involvement in Clubs and Organizations, and Sports and Wellness.

Table . Leadership and formation

Statement (As a student, I need to…)	Mean	Descriptive Level
learn more about leadership styles and qualities for effective leadership.	4.06	High
learn more about managing groups and team building for effective leadership.	4.08	High
improve my communication skills for effective leadership.	3.85	High
learn how to make good decisions in leading organizations.	3.97	High
learn more about the effective handling of meetings in the organizations.	4.00	High
Overall mean	3.99	High

Table 1 highlights the five principal elements of the Leadership and Formation Student Development Program that garnered consensus among the participants. Of these, the acquisition of knowledge regarding group management and team building achieved the highest mean score ($\bar{x} = 4.08$), thereby signifying that students highly value leadership development that prioritizes collaboration, shared accountability, and the cultivation of effective group dynamics. Conversely, the enhancement of communication skills recorded the lowest mean score ($\bar{x} = 3.85$), implying that although communication is acknowledged as significant, it constitutes an area where students perceive a need for additional improvement. The aggregate mean score of 3.99 underscores students' acknowledgment of the pertinence and significance of leadership formation endeavors in facilitating their personal and academic growth. These observations align with existing research that highlights the significance of leadership programs in cultivating students' social growth, goal-oriented actions, and problem-solving abilities. Leadership opportunities within student organizations and formalized programs have demonstrated a positive impact on students' sense of responsibility, interpersonal skills, and the development of a leadership identity (Rosch & Collins, 2017). Likewise, leadership development endeavors offer students avenues to apply leadership principles in real-world situations, thereby enabling them to internalize concepts of teamwork, ethical judgment, and accountability across various academic fields (Waldron, 2020; Winchester, 2018). Furthermore, leadership and formation programs are especially pertinent in equipping Generation Z students for their future professional trajectories. Research indicates that Generation Z places significant value on mentorship, ongoing education, and substantive direction within the context of their leadership and professional advancement (Barhate & Dirani, 2022; Maloni et al., 2019). These individuals demonstrate a preference for environments where leaders and mentors actively contribute to their development by promoting skill acquisition, self-assurance, and career preparedness (Hampton & Welsh, 2019). Consequently, the findings emphasize the significance of leadership and development programs that emphasize collaboration, practical learning experiences, and mentoring connections. By offering students avenues to actively participate in leadership roles and receive developmental assistance, such initiatives facilitate the cultivation of leadership proficiency, personal development, and readiness for future professional endeavors (Rosch & Collins, 2017; Waldron, 2020).

Table 2. Socio-Cultural and Performing Arts

Statement (As a student, I need to…)	Mean	Descriptive Level
refine my talent in the performing arts.	3.94	High
have an enrichment session that would help develop discipline in me as a performer.	3.89	High
learn some basic skills in dancing, singing, acting, playing instruments, etc..	3.96	High
learn more techniques in performing.	3.88	High

be exposed in any competitions in order to sharpen my skills and confidence.	3.81	High
Overall mean	3.89	High

Socio-cultural and performing arts are essential for student development as they build creativity, social skills, and cultural awareness. Socio-cultural and performing arts endeavors are crucial for student growth, fostering creativity, social engagement, and cultural understanding. The data presented in Table 2 reveals that the highest mean score ($\bar{x} = 3.96$) pertains to the acquisition of fundamental skills in dancing, singing, acting, and instrument playing, thereby signifying substantial student consensus regarding the significance of mastering basic performing arts skills. Conversely, exposure to competitions, designed to refine skills and boost confidence, yielded the lowest mean score ($\bar{x} = 3.81$). While this score still falls within the "Agree" range, it implies a relatively diminished emphasis on competitive experiences. The aggregate mean score of 3.89 indicates that students, in general, acknowledge the importance of socio-cultural and performing arts activities as valuable elements of student development initiatives. These results align with existing scholarship that highlights the beneficial impact of socio-cultural involvement on students' personal and social maturation. Engagement in organized cultural and creative pursuits has been demonstrated to augment self-perception, social bonds, and the cultivation of vital life competencies, thereby contributing to students' holistic welfare and sense of direction (Sosiden & Viraek, 2021). Likewise, participation in expressive and performance-oriented activities facilitates confidence enhancement, emotional articulation, and interpersonal development, all of which are critical during the formative years of education (Quinaud et al., 2023). Furthermore, socio-cultural participation promotes inclusivity and social cohesion by establishing shared environments where students collaborate and cultivate a heightened sense of belonging. Such endeavors foster a sense of community, fortify communal identity, and encourage prosocial conduct that transcends the confines of the academic setting (Tahira, 2022). Through collaborative engagement, students gain an understanding of diversity, develop teamwork skills, and nurture empathy—essential objectives of a comprehensive educational approach. In sum, the findings substantiate the assertion that socio-cultural and performing arts programs substantially contribute to student development by enhancing creative expression, social integration, and personal maturation. By prioritizing the cultivation of fundamental skills alongside meaningful group interaction, these activities facilitate students' holistic development and well-being, thereby underscoring their significance within comprehensive student development programs (Sosiden & Viraek, 2021; Quinaud et al., 2023).

Table 3. Involvement in the Clubs and Organizations

Statement	Mean	Descriptive Level
Officers and members of the clubs and organizations need team building and enrichment sessions.	4.19	High
Officers and members of the clubs and organizations need exposure to activities	3.86	High
Officers and members of the clubs and organizations need training for effective facilitation.	3.84	High
Clubs and organizations need training in community organizing	3.90	High
Officers and members of the club and organizations need training and hands-on experience in project and program implementation	4.01	High
Overall mean	3.96	High

Table 3 displays Table 3 displays the average scores and descriptive levels that characterize the perceived requirements of officers and members within clubs and organizations. The statement "Officers and members of clubs and organizations need team building and enrichment sessions" received the highest mean score ($\bar{x} = 4.19$), thereby demonstrating a robust consensus regarding the significance of collaboration, cohesion, and personal growth within student organizations. Conversely, the statement "Officers and members of clubs and organizations need training for effective facilitation" produced the lowest mean score ($\bar{x} = 3.84$). While this score still falls within the "High" descriptive category, it implies a relatively diminished emphasis on facilitation skills. The overall mean score of 3.96 indicates a clear agreement on the value of developmental activities, thereby highlighting the perceived importance of the Student Development Program in improving the effectiveness and engagement of student clubs and organizations. These results corroborate extant research emphasizing the significance of structured student engagement in cultivating leadership capabilities and enhancing organizational efficacy. Engagement in student organizations has demonstrated the capacity to bolster leadership proficiency, accountability, and interpersonal abilities, especially when complemented by deliberate training and developmental programs (Rosch & Collins, 2017). Likewise, student development programs that prioritize collaborative efforts and leadership application facilitate enduring commitment and substantive involvement within campus organizations (Waldron, 2020).

Furthermore, participation in extracurricular organizations is broadly acknowledged as a crucial factor in student retention and comprehensive development. Participation in clubs and organizations facilitates social integration, the development of leadership identities, and a dedication to institutional life, all of which are critical for sustained student achievement (Pascarella & Terenzini, 2005). Organizational involvement, when students are afforded opportunities for collaboration, leadership, and self-reflection, serves as a potent mechanism for both individual and collective advancement. Consequently, the findings indicate that bolstering team-building and enrichment

programs within student organizations can augment member engagement and organizational viability. By emphasizing leadership development and collaborative learning opportunities, Student Development Programs can cultivate more active participation, heightened organizational commitment, and enhanced leadership capabilities among student leaders and members (Rosch & Collins, 2017; Waldron, 2020).

Table 4. Sports and Wellness

Statement	Mean	Descriptive Level
I want to engage myself in the sports and wellness activities/programs provided by school institutions.	4.09	High
Engaging in the sports program fosters teamwork and collaboration among students and student-athletes.	4.10	High
Sports and wellness programs and activities are essential for me as a student.	3.85	High
Engaging in sports and any physical programs in school develops my discipline and sense of professionalism.	3.91	High
I find the sports program in the school institution significant in bringing out the skills and potential of the students in sports.	3.94	High
Overall mean	3.97	High

Table 4 displays the average scores and descriptive categorizations that characterize students' views on the sports and wellness initiatives provided by their educational institutions. The statement "Engaging in the sports program fosters teamwork and collaboration among students and student-athletes" received the highest mean score ($\bar{x} =$ 4.10), suggesting a robust consensus that participation in sports promotes both cooperation and shared accountability. Conversely, the statement "Sports and wellness programs and activities are essential for me as a student" yielded the lowest mean score ($\bar{x} = 3.85$). While this score still falls within the "High" category, it signifies a relatively diminished perception of personal necessity. The overall mean score of 3.97 indicates a significant level of agreement concerning the importance of sports and wellness programs, thereby highlighting their perceived contributions to student well-being, discipline, and comprehensive development. These observations align with extant research highlighting the developmental advantages of student involvement in sports. Participation in structured athletic activities has demonstrated the capacity to cultivate crucial life skills, including teamwork, leadership, time management, and mental acuity, all of which are deemed advantageous for prospective career readiness (Quinaud et al., 2023). The significance of coaches and structured training settings is especially pronounced, given their role as primary enablers in the conversion of athletic engagement into substantive personal, social, and professional skill acquisition. Furthermore, engagement in sports and wellness pursuits has been consistently correlated with favorable mental health outcomes. Participation in athletic pursuits is linked to heightened self-esteem and diminished anxiety, depression, and social reticence. Furthermore, consistent engagement in sports and team-oriented endeavors has been correlated with healthier behavioral patterns and enhanced psychological welfare in students (Tahira, 2022). Consequently, the findings indicate that the sports and wellness facets of the Student Development Program effectively cater to students' developmental requirements. These programs, by cultivating teamwork, bolstering mental well-being, and facilitating the acquisition of life skills, significantly contribute to students' comprehensive development and preparedness for forthcoming academic and professional undertakings (Quinaud et al., 2023; Tahira, 2022).

Table 5. Intrinsic Factor

Statement	Mean	Descriptive Level
I have access to technology that helps them to meet and equip the demands of society.	3.78	High
I have self-confidence and perseverance through self-learning, which develops a positive and self-assured attitude.	3.62	High
I am self-assured to attain my goals, and I am also able to work in a team and engage in social engagement to attain my overall career goals.	3.70	High
I value professional relationships and want positive ones since I prefer to socialize with co-workers to build professional relationships.	3.93	High
I am intrinsically motivated to perform in organizations, especially when the superior recognizes and implements my ideas.	3.78	High
Overall mean	3.76	High

Table 5 shows that the statement "I value professional relationships and want positive ones" had the highest average score ($\bar{x} = 3.93$). This indicates that students strongly value building meaningful professional connections. This finding suggests that students understand the importance of networking, collaboration, and healthy relationships in supporting their future careers. Although slightly lower, the statements about self-confidence through self-directed learning ($\bar{x} = 3.62$) and self-assurance in achieving goals and teamwork ($\bar{x} = 3.70$) were still in the "High" category. This means students still see these qualities as important for their personal and professional development. The overall average score of 3.76 suggests a high level of intrinsic motivation and active involvement among students in pursuing their career goals. This suggests that students can utilize intrinsic assets, including self-assurance, a focus on objectives, and social skills, to successfully manage academic and career-related challenges. This motivation indicates their preparedness to adjust to shifting societal norms and professional contexts. These observations align with prior research concerning Generation Z, which highlights the significance this group attributes to positive professional relationships and encouraging work environments. Generation Z students prioritize teamwork, guidance, and beneficial social interactions, especially within professional and organizational frameworks (Hampton & Welsh, 2019). Positive interactions with colleagues and superiors are considered essential for professional advancement, engagement, and motivation. Furthermore, research suggests that personal achievement and self-actualization substantially impact the career ambitions of Generation Z students. Documented successes and opportunities for self-improvement act as potent drivers for

aspirational career objectives, particularly when personal values are congruent with organizational practices (Silinevica & Meirule, 2019). Consequently, the findings emphasize the necessity of cultivating environments that promote positive professional relationships, collaborative teamwork, and personal development to maintain students' motivation and career preparedness.

Table 6. Extrinsic Factor

Statement	Mean	Descriptive Level
I have a safe and peaceful environment, which helps me avoid career instability due to the turbulence of my surroundings.	3.91	High
I acknowledge that my family members influenced my decision with regard to my chosen course.	3.93	High
I enrolled in the course in which I expected to receive a generous wage to achieve my goals and sustain my family.	3.80	High
My chosen course matches my personal values with organizational values for me to perform better in the organization.	3.70	High
I would like to apply to a company/institution which has a "good work environment," "flexible hours," and "good pay."	4.05	High
Overall mean	3.91	High

Data presented in Table 6 reflect college students' career aspirations in terms of extrinsic factors. The table presents mean scores and descriptive levels of statements related to students' perceptions and considerations regarding their career choices and work environments. The highest mean score ($\bar{x} = 4.05$) corresponds to students' preference for organizations that offer a *good work environment*, *flexible working hours*, and *competitive compensation*. This finding underscores the importance students place on organizational culture, work–life balance, and financial stability when making career decisions. Although comparatively lower, the statement concerning alignment between personal and organizational values ($\bar{x} = 3.70$) remained within the "High" category, highlighting the continued relevance of value congruence alongside financial considerations. The overall mean score of 3.91 indicates strong agreement among students on the influence of extrinsic factors in shaping their career aspirations, emphasizing the interplay of environmental and organizational conditions in career satisfaction and decision-making. These findings are consistent with existing literature on Generation Z, which emphasizes the importance of supportive work environments and organizational fit in career choice and job satisfaction. Generation Z individuals tend to value workplaces that reflect their personal beliefs and provide conditions that support both professional growth and personal well-being (Maloni et al., 2019). When personal and institutional values are aligned, students are more likely to experience engagement, motivation, and long-term commitment in their chosen careers. Furthermore, research suggests that value alignment within organizations positively influences performance and motivation among Generation Z learners. Students who perceive congruence between their beliefs and organizational practices demonstrate stronger engagement and more favorable work-related attitudes (Hampton & Welsh, 2019). Overall, the results highlight the importance of cultivating positive work environments and value-driven organizational cultures to support students' career aspirations and professional fulfillment.

Table 7. Career Expectation

Statement	Mean	Descriptive Level
I am expected to experience an internship in my chosen course so that I will develop and gain professionalism, communication, activity-based engagement, career growth, personal relationships, no discrimination, and diverse colleagues.	3.92	High
I prefer to have a work-life balance in my professions, regardless of gender, to have flexible hours, personal interest time, and remote work.	3.93	High
I aim to get career stability through personal fulfillment, workplace benefits like health plans, paid family leave, retirement funds, job security, feeling safe at work, and a competitive salary.	3.98	High
I prefer a positive organizational culture for me to prolong in the institution.	3.83	High
I am not just motivated by the salary to establish a stable job, but through a self-confident attitude, sense of self-worth, and clear expectations from a career.	3.91	High
Overall mean	3.87	High

Table 7 presents the career aspirations of college students, categorized by the status of their career expectations. The data indicate that all five indicators were rated within the "Agree" category. The statement pertaining to aspirations for professional stability, encompassing personal fulfillment, workplace benefits, and competitive compensation, received the highest mean score ($\bar{x} = 3.98$). This result underscores students' prioritization of both financial security and overall well-being, as well as long-term stability in their prospective careers. Conversely, preferences concerning a favorable organizational culture exhibited a slightly lower mean score ($\bar{x} = 3.83$), although still within the "Agree" range, thereby emphasizing the enduring significance of supportive work environments and intrinsic satisfaction in career-related choices. The aggregate mean score of 3.87 suggests a strong consensus among students concerning their career aspirations, thereby highlighting the multifaceted character of their objectives, which include financial security, personal satisfaction, and favorable work environments. These observations align with prior research on Generation Z, which underscores the significance of career stability, underpinned by both concrete and abstract elements. Generation Z students prioritize workplace advantages, competitive salaries, and supportive organizational policies, all of which contribute to enduring career contentment and stability (Hampton & Welsh, 2019; Maloni et al., 2019). These factors are viewed as crucial for maintaining motivation and dedication within professional contexts. Furthermore, studies suggest that Generation Z students place a premium on secure career

trajectories that facilitate ongoing skill acquisition and prospects for upward mobility. Maloni et al. (2019) discovered that business students within this demographic prioritize career advancement and professional development as means to achieve both immediate success and sustained employability. Moreover, perceived achievements and prospects for self-actualization have been demonstrated to drive ambitious career objectives among Generation Z individuals (Silinevica & Meirule, 2019). Consequently, the findings highlight the necessity of harmonizing organizational strategies with students' expectations for stability, professional growth, and personal satisfaction to foster their long-term career ambitions.

Table 8. Career Development

Statement	Mean	Descriptive Level
I prefer organizations that facilitate networking learning due to the combination of autonomy and cooperation.	3.85	High
I come across accomplished individuals in their immediate surroundings, such as a family member or a teacher, to gain new skills to advance in my jobs.	3.83	High
I mostly saw progress as career growth through the acquisition of professional competencies.	3.77	High
I prefer to acquire new skills to reach my full potential and advance in my careers, in order to be technically proficient and functionally competent.	3.81	High
I am loyal to the organization because of the chance for progress and career development over hierarchical growth.	3.82	High
Overall mean	3.81	High

The data in Table 8 present the career aspirations and viewpoints of college students concerning their expectations for career progression. The statement underscoring a preference for organizations that provide networking and learning opportunities achieved the highest mean score ($\bar{x}$ = 3.85), thereby suggesting that students highly value environments that foster both collaboration and professional advancement. Statements concerning career advancement through the acquisition of professional skills produced slightly lower mean scores ($\bar{x}$ = 3.77), which underscores students' acknowledgment of continuous skill development and technical proficiency as crucial elements of sustained career success. The overall mean score of 3.81 implies a consistent consensus among respondents regarding the significance of learning opportunities, mentorship, and growth-oriented environments in influencing their career objectives. These observations align with existing scholarship highlighting the learning-focused and growth-oriented career aspirations of Generation Z. Studies suggest that individuals within this demographic prioritize prospects for ongoing skill acquisition and the utilization of technology in the workplace to facilitate professional progression (Maloni et al., 2019). Work environments that prioritize learning are viewed as crucial settings for enhancing competence, adaptability, and overall employability. Furthermore, mentorship, especially when delivered through flexible and technology-driven modalities, has been recognized as a key factor in the career development of young learners. E-mentoring programs have demonstrated a beneficial impact on the professional development of young people, offering mentorship, role models, and readily available support that aids in career exploration and boosts self-assurance (Vatansever, 2021). Through substantive interactions between mentors and mentees, students acquire practical knowledge and direction, thereby facilitating informed career choices and preparedness. Consequently, the findings highlight the significance of organizations that emphasize ongoing learning, networking, and mentorship. By cultivating environments that promote skill acquisition and professional guidance, both institutions and employers can more effectively address students' career objectives and contribute to their sustained advancement and achievement (Maloni et al., 2019; Vatansever, 2021).

Table 9. Summary Table of the Level of Student Development

Statement	Mean	Descriptive Level
Indicators	Overall Mean	Descriptive level
Leadership and Formation	3.99	High
Socio-Cultural and Performing Arts	3.89	High
Involvement in the Clubs and Organizations	3.96	High
Sports and Wellness	3.97	High
Overall Mean	3.95	High

Table 9 presents the overall mean scores for the different indicators of student development programs, all of which were rated highly by the respondents. The overall mean score of 3.95 reflects students' strong appreciation of these program components, underscoring their collective relevance in fostering holistic personal growth, leadership development, and career readiness. This result suggests that students perceive student development initiatives as integral to their academic experience and preparation for future professional roles. These findings are consistent with established literature emphasizing the role of student development programs in promoting well-rounded educational outcomes. Research indicates that structured co-curricular and developmental experiences contribute significantly to students' leadership capacity, interpersonal skills, and personal responsibility—key elements of holistic student development (Pascarella & Terenzini, 2005). Such programs complement formal instruction by providing experiential learning opportunities that support students' cognitive, social, and emotional growth. Furthermore, student development programs have demonstrated their capacity to improve students' preparedness for both professional and civic engagement by fostering transferable skills, including communication, collaboration, and ethical leadership. Leadership initiatives and opportunities for

student involvement are especially significant in influencing students' leadership identities and fostering sustained engagement (Rosch & Collins, 2017; Waldron, 2020). These experiences provide students with the chance to apply theoretical concepts in practical settings, thereby reinforcing both meaningful learning and personal growth. In summary, the findings underscore the significance of comprehensive student development programs within higher education. By incorporating leadership development, skills training, and experiential learning, institutions can more effectively assist students in becoming well-rounded individuals, prepared for academic achievement, career progression, and active societal involvement (Pascarella & Terenzini, 2005; Patton et al., 2016).

Table 10. Summary Table of the Level of Career Aspirations

Indicators	Overall Mean	Descriptive level
Intrinsic Factor	3.76	High
Extrinsic Factor	3.91	High
Career Expectation	3.87	High
Career Development	3.81	High
Overall Mean	3.83	High
Indicators	Overall Mean	Descriptive level

Table 10 displays the aggregate mean scores for different measures of students' career aspirations, all of which were rated highly. The overall mean score of 3.83 indicates that both intrinsic and extrinsic factors, in conjunction with well-defined job expectations and prospects for career advancement, significantly influence the career aspirations of college students. This observation highlights the complex nature of career-related choices, wherein personal motivation, environmental circumstances, and future-oriented objectives collectively shape students' professional trajectories. Career aspirations, which encompass individuals' educational and occupational objectives, are molded by a variety of personal and contextual influences. Prior investigations have demonstrated that factors including familial background, socioeconomic status, educational encounters, self-esteem, and self-efficacy exert a considerable impact on career objectives and future ambitions (Khampirat, 2020). Furthermore, students' contentment with their academic and campus surroundings has been correlated with the definitiveness and intensity of their career aspirations, thereby underscoring the significance of educational institutions in fostering students' professional development. Consequently, perceived success and self-actualization have been recognized as potent catalysts for ambitious career aspirations within the Generation Z demographic. Silinevica and Meirule (2019) observed that a considerable number of students are motivated by a sense of achievement and personal advancement, which, in turn, propels them toward the pursuit of fulfilling and purpose-driven career trajectories. Career motivation is bolstered by an individual's understanding of their capabilities and potential, thereby solidifying a sense of purpose and direction. The findings, in essence, highlight that students' career ambitions are molded by a combination of personal satisfaction, perceived competence, and encouraging educational settings. Institutions can significantly contribute to the development of students' career aspirations and their preparedness for future professional endeavors by cultivating self-efficacy, offering valuable learning opportunities, and assisting students in establishing their goals (Khampirat, 2020; Silinevica & Meirule, 2019).

Table 11. Significant Relationship between Student Development Programs and College Students Career Aspiration of the BEED College Students

Variables	Mean	r– value	p-value	Decision @ α = 0.05	Interpretation
Students Development Program	3.95	.868**	0.000	Rejected	Significant
College students' Career Aspirations	3.83				

The table displays the outcomes of the investigation into the significant correlation between students' development programs and their career aspirations. A Pearson correlation analysis yielded a correlation coefficient of $r = .868$, which signifies a robust positive association between the two variables. This finding implies that greater involvement in student development programs is strongly linked to more pronounced career aspirations among college students. Moreover, the resultant p-value of less than 0.001 substantiates the statistical significance of this relationship. As a result, the null hypothesis, which posited no significant relationship between students' development programs and career aspirations, was rejected. This quantitative result underscores the crucial role of student development programs in influencing students' career-related objectives and future perspectives. The strong association highlights that structured programs contribute meaningfully to students' clarity of direction, confidence, and readiness for career decision-making. These results support the notion that evaluating what students gain from development programs enables institutions to assess program effectiveness and enhance services that support student growth and career preparedness (Sharapova et al., 2023). The quantitative results are further reinforced by the qualitative findings of the study. Participants consistently described student development programs as a direct application of learning that significantly influences their career aspirations. One participant shared that participation in career guidance and development programs enhanced their understanding of personal goals and helped clarify future career paths, especially during a stage of uncertainty. Another participant emphasized that involvement in institutional programs allowed them to apply their knowledge, develop skills, and gain insights relevant to their future professions. These accounts demonstrate how experiential learning within development initiatives bolsters students' self-assurance and sense of purpose.

Furthermore, participants frequently articulated that active involvement in student development programs facilitated the exploration of their interests, the refinement of pertinent skills, and the acquisition of practical experience. Through sustained engagement, students indicated that they were constructing a robust groundwork for their future careers by cultivating the competencies essential for navigating challenges and capitalizing on opportunities. These qualitative observations corroborate the quantitative data indicating that student development programs substantially impact career aspirations by promoting skill development, self-awareness, and strategic career planning. These results are consistent with existing scholarship that underscores the significance of structured career development and guidance interventions in aiding students' long-term career achievements (Sharapova et al., 2023).

Table 12. Data Integration

Focal Points	Quantitative Results	Qualitative Results	Nature of Integration (Connected or not)
Student Development Program	The study result showed that student participation in the student development program has a beneficial impact on their career goals. Participants describe how the program activities, such a leadership development and extracurricular activity, help them identify their career goals and improve their skills.	Qualitative data from in-depth interviews and focus group discussions demonstrate the importance of student development programs in determining students' career aspirations. Participants describe how programs such as leadership, career guidance, and extracurricular activities have positively influenced their career aspirations and skill development.	Connected
Career Aspirations	The study showed that student participation in the student development program has a beneficial impact on their career goals. Participants describe how the program activities, such as leadership development and extracurricular activity, help them identify their career goals and improve their skills.	Based on qualitative data, students believe that the student development program enables them to achieve their career goals. Participants emphasize the significance of career guidance, development of skills, and practical experiences gained during program participation.	Connected

Table 12 integrates both quantitative and qualitative data to examine the relationship between student development programs and students' career goals. Quantitative findings indicate that participation in student development programs positively affects career aspirations, with activities such as leadership training and extracurricular involvement helping students clarify career objectives and strengthen relevant skills. These findings align with perspectives that emphasize that student development initiatives serve as critical platforms for holistic learning, leadership development, and career preparedness (Cariaga, 2023; Cariaga, 2024). These quantitative results are reinforced by qualitative evidence from interviews and focus group discussions, where participants emphasized the importance of these programs in shaping their career goals, enhancing self-awareness, and developing practical competencies. Collectively, the findings demonstrate a strong and consistent relationship between program participation and career aspirations, highlighting the value of career guidance, skills development, and experiential learning in shaping students' career pathways (Friales et al., 2023; Sharapova et al., 2023). This integration underscores the interconnected nature of program engagement and career development outcomes, illustrating the positive impact of student development programs on students' professional goals. The interpretation of results follows a sequential explanatory approach, wherein quantitative findings are supported and expanded through qualitative insights. Accordingly, this chapter is organized into three major discussions: quantitative results, qualitative results, and the integration of findings relevant to the student development program.

Qualitative Results of Student Development Programs That Increase Career Aspirations

Focus group discussions and interviews revealed three dominant themes: leadership experiences, extracurricular and socio-cultural activities, and career guidance. Students reported that leadership programs enhanced their decision-making, self-confidence, and interpersonal skills—competencies considered essential across professions. These outcomes resonate with research emphasizing the role of leadership formation and culturally responsive education in nurturing students' personal growth and career readiness (Cariaga, 2023; Cariaga et al., 2024). Career counseling initiatives elucidated prospective vocational trajectories, thereby facilitating students' capacity to make well-informed choices concerning their professional futures. Furthermore, involvement in extracurricular and cultural pursuits broadened students' exposure to diverse experiences, concurrently strengthening their social and communicative competencies. These observations underscore the significance of comprehensive student development programs in fostering students' holistic growth and enhancing their employability (Friales et al., 2023; Sharapova et al., 2023).

Strategies Employed by Students to Navigate Challenges

Participants also articulated various strategies employed to address difficulties encountered throughout their program engagement. These strategies encompassed participation in social and co-curricular activities, addressing personal uncertainties, and implementing effective time management techniques. Students explained that involvement in group activities fostered a sense of belonging and support, while addressing personal anxieties contributed to emotional resilience. Effective time management was cited as essential for balancing academic responsibilities, extracurricular involvement, and personal commitments. These coping strategies reflect the importance of student engagement and emotional growth in sustaining meaningful participation and learning. Such findings align with studies emphasizing inclusive and culturally responsive educational practices that recognize students' emotional, social, and developmental needs as integral to academic success (Cariaga et al., 2025; Reed & Smith, 2023).

Using Skills and Knowledge to Advance Career Goals

Students further explained that development programs provided meaningful opportunities to apply acquired knowledge in real-world contexts. Two key themes emerged: active participation in acquiring new skills and the application of learned competencies in practical situations. Leadership roles, collaborative projects, and experiential activities helped students recognize their strengths and better prepare for future careers. This reinforces the importance of integrating real-world learning experiences into student development initiatives to strengthen career readiness (Wang, 2021; Cariaga, 2024). Overall, the qualitative findings complement the quantitative results, as students' positive survey responses align with the lived experiences shared during interviews. Both data sets converge on the conclusion that student development programs significantly influence career aspirations by enhancing skills, fostering self-awareness, and promoting holistic growth. This convergence supports the view that student development programs are foundational—not supplementary—to students' long-term academic and career trajectories (Cariaga, 2023; Friales et al., 2023).

Conclusion and Recommendations

This study demonstrates how student development programs indeed impact the preparation of college students for their future employment and their perceptions of potential career paths. The findings, based on the Student Development Theory (SDT) and the Social Cognitive Career Theory (SCCT), demonstrate how expectations, self-assurance, and holistic development interact to influence students' motivation and career decisions. According to the beliefs of Lent, Brown, and Hackett, extracurricular activities, career counseling, and leadership development programs help kids discover their passions, grow as individuals, and build the self-belief they need to succeed. SDT continues by discussing how these exercises help students grow personally by developing their sense of self, enhancing interactions with peers, and broadening their understanding of diverse points of view. Overall, the results demonstrate how students who actively participate in development programs gain more skills, confidence, and motivation to pursue their selected careers.

Several recommendations for enhancing student support networks can be made in light of these findings. Government agencies, such as the DOLE, can collaborate with educational institutions to develop programs that address industry priorities, narrow skills gaps, and provide valuable internship opportunities. School administrators are encouraged to support collaborations and career-focused initiatives that give children a taste of the real world. Faculty and staff can enhance the quality of their supervision by participating in professional development trainings and encouraging students to participate in skill-building activities. Guidance counselors should offer more comprehensive career seminars and training that connect students with business partners to provide more effective career guidance and support. Students themselves are encouraged to stay active, seek out mentors, and take advantage of opportunities for growth. Lastly, future researchers could investigate how these programs impact students' careers over time and develop new strategies to further enhance career readiness and long-term performance.

References

Abbasi, A., Altmann, J., & Hossain, L. (2011). Identifying the effects of co-authorship networks on the performance of scholars: A correlation and regression analysis of performance measures and social network analysis measures. Journal of Informetrics, 5(4), 594–607. https://doi.org/10.1016/j.joi.2011.05.007

Ahmed, H., Ahmed, A., Ahmed, H., & Khan, E. (2022). Factors influencing career choice in Generation Z: A study from students of private colleges in Lahore. Biomedica, 38(4), 230–234.

Akosah-Twumasi, P., Emeto, T. I., Lindsay, D., Tsey, K., & Malau-Aduli, B. S. (2018). A systematic review of factors that influence youths' career choices: The role of culture. Frontiers in Education, 3, Article 58. https://doi.org/10.3389/feduc.2018.00058

Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Prentice Hall.

Barhate, B., & Dirani, K. M. (2022). Career aspirations of Generation Z: A systematic literature review. European Journal of Training and Development, 46(1–2), 139–157. https://doi.org/10.1108/EJTD-07-2020-0124

Best, J. W., & Kahn, J. V. (2006). Research in education (10th ed.). Pearson Education.

Brahm, T., Jenert, T., & Wagner, D. (2017). The crucial first year: A longitudinal study of students' motivational development at a Swiss business school. Higher Education, 73(3), 459–478. https://doi.org/10.1007/s10734-016-0095-8

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Cariaga, R. (2023). The Philippine Education Today and Its Way Forward. Journal of ongoing educational research, 1(1), 40-42.

Cariaga, R. (2024). Student Performance Through 21st-Century Skills: Integrating Critical Thinking, Communication, Teamwork, and Creativity in Modern Education. Communication, Teamwork, and Creativity in Modern Education (August 12, 2024).

Cariaga, R., & ElHalaissi, M. (2024). Enhancing Graduate Employability and Social Impact Through Culturally Responsive Social Business Education and Design Thinking: A Global Perspective. Available at SSRN 4943411.

Cariaga, R., Dagunan, M. A., Cariaga, V., Sabidalas, M. A., El Halaissi, M., & Bacatan, J. (2025). Rethinking Parental Involvement in Developing Countries: Toward Inclusive and Culturally Responsive Education. International Journal of Interdisciplinary Viewpoints, 1(5), 631-637. https://doi.org/10.64612/ijiv.v1i5.39

Cariaga, R., Pospos, R. S., & Dagunan, M. A. S. (2024). Educational Experiences on Numeracy Education Using Information And Communication Technology Tools, Remedial Education Programs, And Creative Teaching Methods: A Qualitative Inquiry in Rural Areas. Remedial Education Programs, And Creative Teaching Methods: A Qualitative Inquiry in Rural Areas (May 17, 2024).

Cariaga, R., Sabidalas, M. A. A., Cariaga, V. B., & Dagunan, M. A. S. (2024). Exploring Parental Narratives Toward School Support, Parental Involvement, and Academic and Social-Emotional Outcomes for Public School Learners: Basis for School Improvement Plan. Parental Involvement, and Academic and Social-Emotional Outcomes for Public School Learners: Basis for School Improvement Plan (May 19, 2024).

Castro, S. M., & Armitage-Chan, E. (2016). Career aspiration in UK veterinary students: The influences of gender, self-esteem and year of study. Veterinary Record, 179(16), 408. https://doi.org/10.1136/vr.103948

Cervin-Ellqvist, M., Larsson, D., Adawi, T., Stöhr, C., & Negretti, R. (2021). Metacognitive illusion or self-regulated learning? Assessing engineering students' learning strategies. Higher Education, 82(3), 477–498. https://doi.org/10.1007/s10734-020-00635-x

Coertjens, L., Brahm, T., Trautwein, C., & Lindblom-Ylänne, S. (2017). Students' transition into higher education from an international perspective. Higher Education, 73(3), 357–369. https://doi.org/10.1007/s10734-016-0092-y

Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). Sage.

Creswell, J. W., & Poth, C. N. (2016). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). Sage.
Deloitte. (2019). The Deloitte global millennial survey 2019. Deloitte Insights.

Dzikri, F. F., & Maknun, J. (2022). The effect of student achievement on student interest and career choices. In Proceedings of the 4th International Conference on Innovation in Engineering and Vocational Education (ICIEVE 2021) (pp. 30–33). Atlantis Press. https://doi.org/10.2991/assehr.k.220305.006

Fetters, M. D., Curry, L. A., & Creswell, J. W. (2013). Achieving integration in mixed methods designs—Principles and practices. Health Services Research, 48(6), 2134–2156. https://doi.org/10.1111/1475-6773.12117

Goh, E., & Lee, C. (2019). A workforce to be reckoned with: The emerging pivotal Generation Z hospitality workforce. International Journal of Hospitality Management, 73, 20–28. https://doi.org/10.1016/j.ijhm.2018.01.016

Hampton, D., & Welsh, D. (2019). Work values of Generation Z nurses. Journal of Nursing Administration, 49(10), 480–486. https://doi.org/10.1097/NNA.0000000000000791

Jackson, D., & Tomlinson, M. (2022). The relative importance of work experience, extra-curricular and university-based activities on student employability. Higher Education Research & Development, 41(4), 1119–1135. https://doi.org/10.1080/07294360.2021.1896483

Khampirat, B. (2020). The relationship between paternal education, self-esteem, resilience, future orientation, and career aspirations. PLOS ONE, 15(12), e0243283. https://doi.org/10.1371/journal.pone.0243283

Kilinç, E., & Varol, F. (2021). Post-COVID-19 career perception and business life expectations of Generation Z. Journal of Tourism & Gastronomy Studies, 9(1), 573–594. https://doi.org/10.21325/jotags.2021.786

Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. Journal of Vocational Behavior, 45(1), 79–122. https://doi.org/10.1006/jvbe.1994.1027

Lent, R. W., Brown, S. D., & Hackett, G. (2000). Contextual supports and barriers to career choice. Journal of Counseling Psychology, 47(1), 36–49. https://doi.org/10.1037/0022-0167.47.1.36

Maloni, M., Hiatt, M. S., & Campbell, S. (2019). Understanding the work values of Gen Z business students. The International Journal of Management Education, 17(3), 100320. https://doi.org/10.1016/j.ijme.2019.100320

Mukaka, M. M. (2012). A guide to appropriate use of correlation coefficient in medical research. Malawi Medical Journal, 24(3), 69–71.

Owusu, M. K., Owusu, A., Fiorgbor, E. T., & Atakora, J. (2021). Career aspiration of students: The influence of peers, teachers and parents. Journal of Education, Society and Behavioural Science, 34(2), 67–79. https://doi.org/10.9734/JESBS/2021/v34i230309

Pascarella, E. T., & Terenzini, P. T. (2005). How college affects students (Vol. 2). Jossey-Bass.

Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). Student development in college: Theory, research, and practice. Wiley.

Pressgrove, G. N., & McKeever, B. W. (2016). Nonprofit relationship management: Extending the organization–public relationship to loyalty and behaviors. Journal of Public Relations Research, 28(3–4), 193–211. https://doi.org/10.1080/1062726X.2016.1229693

Pshembayeva, E., Pfeyfer, N., Uaikhanova, M., & Bubenchikova, A. (2022). Career success: Analysis and development of career opportunities in students. Frontiers in Education, 7, Article 999541. https://doi.org/10.3389/feduc.2022.999541

Quinaud, R. T., Possamai, K., Nascimento Júnior, J. R. A. D., Gonçalves, C. E., & Carvalho, H. M. (2023). The positive impact of sports participation on life skills' development: A qualitative study with medical students. Sport in Society, 26(4), 687–702. https://doi.org/10.1080/17430437.2021.1960232

Reed, J., & Smith, H. (2023). "Everything we do will have an element of fear in it": Challenging assumptions of fear for all in outdoor adventurous education. Journal of Adventure Education and Outdoor Learning, 23(2), 107–119. https://doi.org/10.1080/14729679.2022.2035681

Ricks, J. R., & Warren, J. M. (2021). Transitioning to college: Experiences of successful first-generation college students. Journal of Educational Research and Practice, 11(1), 1–15. https://doi.org/10.5590/JERAP.2021.11.1.01

Rosch, D. M., & Collins, J. D. (2017). The significance of student organizations to leadership development. New Directions for Student Leadership, 2017(155), 9–19. https://doi.org/10.1002/yd.20226

Santiago, R. B. (2022). Readiness of Grade 12 humanities and social sciences (HUMSS) students in college: An ex post facto study on performance, career goals, and potential challenges. International Journal of Advanced Multidisciplinary Studies, 2(3), 425–443.

Sharapova, N., Zholdasbekova, S., Arzymbetova, S., Zaimoglu, O., & Bozshatayeva, S. (2023). Efficacy of school-based career guidance interventions: A review of recent research. Journal of Education and e-Learning Research, 10(2), 215–222. https://doi.org/10.20448/jeelr.v10i2.4866

Sherer, M., Maddux, J. E., Mercandante, B., Prentice-Dunn, S., Jacobs, B., & Rogers, R. W. (1982). The self-efficacy scale: Construction and validation. Psychological Reports, 51(2), 663–671. https://doi.org/10.2466/pr0.1982.51.2.663

Silinevica, I., & Meirule, L. (2019). Generation Z enters the Latvian business environment. Latgale National Economy Research, 1(11), 97–107. https://doi.org/10.17770/lner2019vol1.11.4136

Sosiden, S., & Viraek, P. (2021). Character development of students through extracurricular activities. Journal La Edusci, 2(6), 1–6. https://doi.org/10.37899/journallaedusci.v2i6.484

Stachowska, S. (2019). The approach of the representatives of Generation Z to their own development and future professional career: A student perspective. Zeszyty Naukowe Wyższej Szkoły Humanitas. Zarządzanie, (4), 45–63.

Suryaningrum, D. K., Tunas, B., & Yohana, C. (2019). Organizational culture and leadership influence on employee engagement in Generation Z. In Proceedings of the ICEASD & ICCOSED 2019 Conference (p. 337). European Alliance for Innovation. https://doi.org/10.4108/eai.1-4-2019.2287208

Sykes, L. M., & Gani, F. (2016). Statistical terms: Part 1—The meaning of the mean and other statistical terms commonly used in medical research. South African Dental Journal, 71(6), 274–278.

Tahira, S. (2022). The association between sports participation and mental health across the lifespan. International Journal of Sport Studies for Health, 5(2), e123596. https://doi.org/10.5812/intjssh.123596

Terpstra-Tong, J. L. Y., & Ahmad, A. (2018). High school–university disconnect: A complex issue in Malaysia. International Journal of Educational Management, 32(5), 851–865. https://doi.org/10.1108/IJEM-10-2017-0280

Vatansever, Ç. (2021). Gençlerin kariyer gelişiminde e-mentorluk sürecinin etkisi. Istanbul Management Journal, (90), 91–114.

Vinh, T. Q. (2022). Understanding Generation Z students to meet target learning preferences in the age of international integration.

Waldron, J. D. (2020). Developing student leadership: The use of programs and methods to build adolescent leadership capacity.

Wang, X. (2021). The role of schools and educational institutions in helping find career pathways. In Proceedings of the 4th International Conference on Humanities Education and Social Sciences (ICHESS 2021) (pp. 156–160). Atlantis Press. https://doi.org/10.2991/assehr.k.211220.028

Winchester, C. (2018). Investing in critical leadership development with high-school students. New Directions for Student Leadership, 2018(159), 27–40. https://doi.org/10.1002/yd.20296

Wong, B. (2016). Science education, career aspirations and minority ethnic students. Springer. https://doi.org/10.1007/978-3-319-32627-6

Wong, B., & Chiu, Y. L. T. (2020). University lecturers' construction of the "ideal" undergraduate student. Journal of Further and Higher Education, 44(1), 54–68. https://doi.org/10.1080/0309877X.2018.1504010

Yunusa, S., Jaafar, W. M. B. W., Ismail, A., & Othman, W. N. B. W. (2022). The relationships between family, financial reason, self-esteem, and career decision making among undergraduates in Jigawa State, Nigeria. Malaysian Journal of Social Sciences and Humanities, 7(5), e001483. https://doi.org/10.47405/mjssh.v7i5.1483

Zhao, L., Song, Y., & Xu, Q. (2023). Effects of Chinese academic management environments on international students' academic experiences. Journal of Higher Education Policy and Management, 1–17. https://doi.org/10.1080/1360080X.2023.2172359