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Development of Career Guidance Advocacy Model for Orphans and Abandoned Children

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   Abstract- *Career guidance advocacy model for orphans and abandoned children was developed in this qualitative study. Children's occupational goal, shapers of career aspirations, and the process on how the career aspirations are developed were described from the perspective of 48 children of SOS Children's Village-Lipa. The assumptions upon which the Career Guidance Advocacy Model (CGAM) are built are that (1) the orphans and abandoned children's career aspirations are confined on the few accessible occupations; (2) loving family environmental climate, strong occupational self-concept, and presence of and sustained positive experience with role models shaped the career aspirations (occupational goals) of orphans and abandoned children.; and (3) the process of developing career aspiration among orphans and abandoned children involves sequential steps: working-out the destabilized self-concept, interpreting and implementing the occupational self-concept, and demonstrating commitment on a relatively stable occupational goal. Career Guidance Advocacy Model (CGAM) offers framework of career helping for orphans and abandoned children through advocating affirmative life space with constructive authorities; career opportunity and familiarity; and sustained positive experiences. In the realization of the advocacies it is expected that the children gain the ability of self-development and behavioral autonomy to set realistic career aspirations.*

   Keywords- *Career Aspirations, Career Guidance, Career Guidance Advocacy Model, Occupational goals, Orphans and Abandoned Children*

INTRODUCTION

   Career guidance models to date represent significant advances in conceptualizing the structure of career guidance programs but contain limitations that restrict its use: several career guidance models are designed to be used as discovery tools in vocational guidance; several models' objectives are linked to a preconceived set of background contextual influences and/or competencies rather than to specific set of needs, and the activities and/or interventions are not linked; and the existing career guidance models look into resolving the presenting problem of client and assisting the client in career decisions making. Another limitation of the existing guidance models focused primarily on awareness of self and the world of work [1-4], and a modest amount on the integration of the two areas of information. Looking into the career helping process in the country, the integration of the self with the requirements of the world of work is given less and/or none priority among young children and/or delaying the integration until their

adolescence and/or adulthood years. The children during the school year age develop a relatively stable self-perception and tentative commitment to a vocation [5] hence, understanding the relationship between the self and the world of work is vital.

   Finally, several career guidance models are intended for adolescents and young adults and/or for older diverse populations such as women and cultural minorities; gays, lesbians and bisexuals [4] and very few for children. Another limitation of the existing models for children is that many are intended to those children who grow up in a conventional family and failed to cover the diverse young children such as orphans and abandoned children. The vulnerability and diversity on the career development of the orphans and abandoned children demand for the improvement of current models and show that there is still a lot of room for the formulation of new model for orphans and abandoned children. Furthermore, the existing career guidance models for diverse young population such as orphans and abandoned are

relatively little, unspecific and of the Westerners thus there is a need to contextualize the existing helping process models by focusing on the unique experiences of Filipino orphans and abandoned children.

OBJECTIVES OF THE STUDY

The aim of this study is to provide guidance workers and/or career counselors of orphans and abandoned children with experiential career helping perspective through developed career activities to assist children in developing realistic career aspirations (career guidance advocacies). The developed Career Guidance Advocacy Model is an initial attempt to account the elements that are deemed essentials for the orphans and abandoned children and are seen lacking in the other few existing career guidance models.

MATERIALS AND METHODS
Research Method

The researcher made use of the phenomenological research method to describe the experiences of the orphans and abandoned children in developing their career aspirations enabling the development of career guidance advocacy model for this young, diverse and les privileged population. Phenomenological research seeks essentially to describe rather than explain, and to start from a perspective free from hypotheses or preconceptions [6]. The purpose of the phenomenological approach is to illuminate the specific, to identify phenomena through how they are perceived by the actors in a situation [7]. Phenomenology is concerned with the study of experience from the perspective of the individual, through inductive, qualitative methods such as interviews, discussions and participant observation. Phenomenological methods are particularly effective at bringing to the fore the experiences and perceptions of individuals from their own perspectives, and therefore at challenging structural or normative assumptions. Furthermore, phenomenological study makes detailed comments about individual situations which do not lend themselves to direct generalization in the same way which is sometimes claimed for survey research [8].

The study employed the phenomenological method as it was deemed to be the most appropriate approach since the researcher's objective is to describe rather than to explain the subjective experiences of orphans and abandoned children's development of career aspirations from the perspective of the individual as groundwork in the development of career guidance advocacy model.

A variety of methods were used by the researcher in this phenomenological research, including interviews, participants' written and oral self-reports, projective questions and instructions, drawings, and observation, to gather the participants' descriptions of the development of their career aspirations. The researcher tried to be as non-directive as possible in giving instructions, asked the participants to describe their experiences without directing or suggesting their description in any way. The researcher also used thematic analysis (both collective and individual themes) and content analysis to analyze the career aspirations of the participants. Collective themes emerged in the process of collecting data across the group of participants and individual themes were also noted from the data that were unique to one or a few individual participants.

Participants

Participants of the study were 48 children participants in the study, all of whom were orphans and abandoned children from the SOS Children's Village Lipa. From the total population of one hundred forty-two (142) children in the Children's Village, fifty-one (51) children were purposively selected to participate in the study based on the following requirements: (1) aged 7 to 12 years old, (2) mother, father, or both have died, and/or one or both parents are still alive but who have been unable to perform parental duties due to illness or poverty among other reasons, and (3) housed in the Children's Village for at least one year. Of the fifty-one (51) children who were purposively selected, forty-eight (48) were able to complete the five sessions and were considered to be representatives of the orphans and abandoned children.

The participants were in the elementary school age or middle and late childhood. During middle and late childhood, an individual's cognitive development, as well as a sense of independence increases significantly. During this period, the individual's ability to master a task or achieve something becomes very important and very focused [9]. Furthermore, numerous studies to show that during the first six years of school, many children develop a relatively stable self-perception and make a tentative commitment to an occupation or a vocation [5].

Instruments

The primary tools to data collection involved drawing and narrations, written and oral reports of the social workers and administrators (interviews); a battery of semi-structured activities (projective questions and instructions); and observations.

There was a pool of six experts (composed of child psychologists, guidance counselors, clinical psychologists and psychometricians) who evaluated the data gathering instruments based on the appropriateness, relevance and comprehensiveness of language.

Drawing. This was utilized to determine the children's career aspirations in terms of occupational goals. It involved a two-step process. In step 1, the children were instructed to draw on what they want to be when they grow up. In step 2, the children were asked to tell stories about their drawings.

The researcher used drawing as an instrument as has been used in counselling on both a formal and informal basis to gain greater understanding of young children [4]. Through drawing, children are able to project themselves and present to others their inner realities. Furthermore, drawing is helpful because it carefully reveals the affective states of the human person [4].

Written and Oral Reports/ Interviews with the Informants. In this study, queries on factors contributing to adoption of occupational goals among orphans and abandoned children, their current setting, family history, and personal history were intended to define the process of the children's career aspiration formation. The participants answered the open-ended questions pertaining to how they came-up with their occupational goals. The goals were to focus the process on how the children found their occupational goals and obtain background and external influences on the children through multiple interviews and observations. The interviews with the children on how they adopt their occupational goals were conducted individually while the interviews with the administrators on the identifying data, current life setting, family history and personal history (medical and educational) of the children and the profile of the house parents and the institution were facilitated on both personal and by completing the questionnaire.

Battery of Semi-structured Activities. Included in the semi-structured activities are selected projective questions and instructions exploring family perceptions and values from More Than A Diary

Workbook (MTD) [10]; and researcher-made projective questions and instructions exploring the interests, skills, traits, and values. The variables explored were built on Super's dimensions associated with the accomplishment of the required tasks in growth stage (career development stages): interests, key figures, time perspective, and self-concept.

With the help of the experts, four (4) researcher-made projective questions and instructions and three of the 48 projective questions and instructions of the MTD workbook were modified and utilized in exploring the career aspirations (occupational goals) of the orphans and abandoned children.

The seven (7) projective questions and instructions were used to identify the personal identity of the orphans and the abandoned children, as vital elements in determining how they came-up with their occupational goals. Personal identity is further categorized into five components: family perceptions, interests, skills, traits, and values.

The activities covered family picture, interest and skill profile, trait and value profile, you are my idol, and God's greatest creation.

Family Picture. Here children draw and discuss the drawing on stories and feelings about the members of the family with the facilitator-researcher.

Interest and Skill Profile. This activity is done to elicit participants' self-report on the things they like to do, and things they are good at, accomplished through listing their interests and skills and discussing the profile with the facilitator-researcher.

Trait and Value Profile. This activity is meant to assess the traits and values of the participants, realized through enumerating the things that they are and the things that are important to them.

You are My Idol. This activity is conducted to determine further the values of the participants, accomplished through completing the projective statements: (1) Ang Idol ko ay si _____; and (2) Idol ko siya dahil _____.

God's Greatest Creation. This activity is done to acquire about what is important to the participants in the context of their faiths, obtained through drawing and or listing the things that according to their judgment is/are the greatest creation of God.

Activity Sheets 1, 4 and 5 were adopted from More Than a Diary (MTD). As described by Melgar, Davadilla and Melgar [10]:

"The MTD as an assessment tool taps the emotional and personal issues that are important to the child at that particular stage of his or her own development. Moreover, it also taps the creative potential of the child to cope with these personal issues. This is facilitated through art, confrontation, fantasy, articulation, and appreciation of self and others. The subjective and projective nature of the MTD leaves the interpreter wide flexibility in processing and interpreting the responses of the child."

Furthermore, this supplementary diagnostic instrument is designed to explore feelings, attitudes, behavioral dispositions, and creative cognitions in a non-threatening and child-friendly format. The instrument, when used by children, can be a therapeutic activity in itself. If shared with peers, mentors or parents, the MTD can be a powerful medium for connecting with the outside world and can be used in a variety of settings with children ages 7 and above and can be self-administered and/or group or individually- administered.

Data Collection Procedure

The researcher looked for administrators of children's homes and/or centers in Batangas who might be able to accommodate for career activities, interviews and observations and was granted permission by one institution, SOS Children's Village-Lipa.

Children's participation was solicited through the approval of the administrator of the Children's Village. A written request was sent via electronic-mail two weeks prior to the meeting with the Director of the SOS Children's Village-Lipa in Banay-banay, Lipa City.

In securing approval, the purpose, procedure, and data collection tools were explained and discussed during the meeting. Also, it was ensured that the participation of the children would be voluntary and as such they could withdraw at any time. Confidentiality was also ensured. After the meeting with the Director, the researcher was endorsed to the Program Coordinator of the Children's Village for the orientation and for the scheduling of the sessions. A resident educator of the Children's Village was assigned by the Program Coordinator to oversee the administration of the final instruments to the

participants. A co-facilitator, with a background in Guidance and Counseling, assisted the researcher during the conduct of semi-structured activities to be able to hold a large number of participants. The five sessions on exploring the orphans and abandoned children's career aspirations were conducted Saturdays from November 2, 2013 to December 7, 2013. Every session lasted for four hours.

All relevant information was documented in interview schedules since the participants were not very comfortable with the use of video and or tape recorder. Photographs were also taken during the sessions for documentation purposes as per permission by the administrators. Interviews, and instructions and discussions/processing during the sessions were done in Taglish (Tagalog and English) since the participants were more familiar and comfortable with this language mode.

For ethical considerations, the names of the orphans and abandoned children were coded based on the ascending order of the researcher's encounter with the children during the first session as their cases were cited in the study. Thus C1 was the first child in contact; C2 was the second; C3 was the third; and so on and so forth.

The data gathering had three phases: exploring the orphans and abandoned children's career aspirations (phase I); exploring the development of career aspirations (phase II); and designing the career guidance advocacy model (phase III).

The preliminary activity, including parlor games and the introduction of the researcher to the children-participants were conducted prior to the start of the data gathering. This activity was conducted to establish relationship with the children.

The preliminary activity was entitled "Encounter with the Children of SOS-Lipa." The activity formally started with introduction of the researcher and the participants and the overview of the sessions. Career-related parlor games facilitated were "When I grow up…," Name Game, and "My Secret Identity." The winners were given prizes at the end of the activity for the program.

Phase I: Exploring the Orphans and Abandoned Children's Career Aspirations

To describe the orphans and abandoned children's career aspirations, the researcher determined the occupational goals (aspired occupation) and the influences that shaped the occupational goals of the

children-participants. The researcher asked the children-participants to draw their occupational goals and to explain their illustrations; to accomplish battery of projective questions and instructions and conducted interviews with the social workers. The objective here is to focus on what the children actually say about their aspired occupations.

In determining the occupational goals, each of the children-participants was given an 8" by 11" sheet of paper and coloring materials and was asked to draw on what they want to be when they grow up. Each child was asked to tell stories about/explain his or her drawing.

Whereas, in determining the influences that shaped the occupational goals of the orphans and abandoned children, the children-participants were interviewed and instructed to accomplish projective questions and instructions on family perception, interests, skills, traits, and values. The goal here is to focus on the emerging forces that contribute to the development of the children's career aspirations.

Phase I covered five (5) sessions on the children's self-report about what they want to be when they grow up (occupational goals); things they like to do (interests); things that they are good at (skills); things that describe who they are (traits); and things that are important to them (values).

Phase II: Exploring the Development of Orphans and Abandoned Children

The process on how the orphans and abandoned children came-up with their career aspirations was documented through analysis of the children's reported occupational goals and of the emerging influences of the development of their occupational goals. The researcher conducted domain analysis of the children's career aspirations to uncover the story themes and meanings. The data obtained from the semi-structured activities (projective questions and instructions) conducted, narrations of the children about their aspired occupations and interview with children, social workers and Village administrators were analyzed. The researcher organized responses and created themes and concepts, and identified major themes on how the children developed their career aspirations.

Phase III: Designing the Career Guidance Advocacy Model

In developing the career guidance advocacy model for orphans and abandoned children, the researcher identified the content and process areas; and wrote down the description of the model. The researcher considered the identified shapers of career development and the process of coming-up with the career aspirations as the groundwork of the model.

Although not part of the data gathering procedure, a closing activity was conducted by the researcher to formally end the working relationship with the children. The activities included a pledge of commitment, parlor games and salu-salo. The highlight of the closing activity was the pledge of commitment among the participants where participants completed the semi-structured activity sheet on commitment in pursuing their career aspirations and were asked to deliver their pledges on how they will realize their career aspirations. This ended up in binding the accomplished activity sheets symbolizing the individuals' commitment to their career aspirations and their responsibility of reminding other children of the requisites in obtaining them (See Appendix H for the sample activity sheet.) These activities were conducted in groups were held at the Multipurpose Hall of the Children's Village.

Data Analysis

The children's occupational goals were initially analyzed and described in terms of frequencies and percentages. However, analysis of the data was mainly qualitative to uncover the patterns and themes on how the orphans and abandoned children develop their career aspirations.

The researcher adopted Spradley's domain analysis to the organization and analysis of data on career aspirations (occupational goals) of the children. Spradley described domain analysis system as an organized structure for qualitative data analysis [11]:

> Domain analysis is built on analyzing domains (organizing ideas or concepts). Domains later combine into taxonomies and broader themes to provide an overall interpretation. Domains have three parts: a cover term or phrase, a semantic relationship, and included terms. The cover term is simply the domain's name. Included terms are the subtypes or parts of the domain. A semantic relationship tells how the included terms fit logically within the domain.

The researcher used career fields as the domain and the occupational goals as the included terms. The occupational goals were organized by the semantic relationship "is a kind of career field."

The researcher looked into the drawings and the transcript on the answers in Q1 for the full details of the occupational goals of the participants, repackaged the details into the profile interest present on the identified occupational goals, looked for the relationships and placed the occupational goals into career paths on the basis of logical similarity, and finally organized the data into larger groups by comparing and contrasting the sets of career paths and reorganized groups together with broader career fields.

In tracking the process on how the participants developed their career aspirations, the researcher utilized the method of agreement as the basis of analytic comparison. The method of agreement focuses the researcher's attention on what is common across cases [12]. The researcher looked into the patterns on the children's occupational goals and influences of career aspiration development and located the common and dominant themes of the process. The method of analysis proceeded by a process of elimination. Possible causes were eliminated if they were not shared across cases with a common outcome.

RESULTS AND DISCUSSION

Children's occupational goal, shapers of career aspirations and the process on how their career aspirations are developed were the groundwork of the career guidance advocacy model (CGAM) for orphans and abandoned children. The reported occupational goals were categorized into three career fields: (1) human services professions, (2) health professions and (3) industrial and engineering technology professions whereas three shapers of career aspiration formation emerged: (1) environmental climate, (2) occupational self-concept, and (3) positive experience with the role models/key figures.

Occupational Goals

The researcher categorized the orphans and abandoned children's reported occupational goals (responses to projective question "when I grow up" in the drawing activity) in categories using the Career Technical Education's career fields of the 16 Career Clusters.

These occupational goals were determined through the careful analysis of their drawings supplemented by the children's stories and explanations about their drawings. This process was designed not only to determine the career aspirations of the orphans and abandoned children but also to find out about the emotions of the participants. This process which enabled these children to draw their dreams lasted for 20 minutes, half of which was allotted for the sharing or the children's narrations and explanations about their illustrations. This phase provided the researcher with a glimpse about the participants' past and their perceptions about their future. In line with the reported occupational goals, revealed three seemingly very popular career fields: human services professions, health professions and industrial and engineering technology professions.

Table 1. Descriptive Statistics on Career Fields and Career Clusters of Orphans and Abandoned Children's Occupational Goals

Career Field/Career Cluster	Girls		Boys		Total	
	f	%	f	%	f	%
Education and Training	18	37.50	3	6.25	21	43.75
Government and Public Administration	0	0.00	1	2.08	1	2.08
Hospitality and Tourism	1	2.08	0	0.00	1	2.08
Law, Public Safety and Security	0	0.00	15	31.25	15	31.25
Human Services Professions	19	39.58	19	39.58	38	79.17
Health Professions	5	10.42	1	2.08	6	12.50
Architecture and Construction	1	2.08	0	0.00	1	2.08
Science, Technology, Engineering & Mathematics	0	0.00	2	4.17	2	4.17
Transportation, Distribution and Logistics	1	2.08	0	0.00	1	2.08
Industrial and Engineering Technology Professions	2	4.17	2	4.17	4	8.33
Grand Total	**26**	**54.17**	**22**	**45.83**	**48**	**100.00**

In line with the orphans and abandoned children's occupational goals, Table 1 reveals three seemingly very popular career fields composed of eight career clusters: (1) human services professions (education and training; government and public administration; hospitality and tourism; and law, public safety and security); (2) health professions (health services); and (3) industrial and engineering technology professions (architecture and construction; science, technology, engineering and mathematics; and transportation, distribution and logistics.

Human Services Professions. Despite their poverty-inflicted and negative experiences, a high 79.17 percent (38) of the sample dreamt of pursuing human services professions, which are expected to be less lucrative compared to the industrial and engineering technology professions such as architecture and engineering. In connection with this, 43.75 percent (21) of these children was gearing towards education and training; 2.08 percent (1) towards government and public administration; 2.08 percent (1) towards hospitality and tourism; 31.25 percent (15) towards law, public safety and security.

In one of the conversations with the family-based manager of the village, the researcher found out that these children were exposed to activities on reaching out to the individuals, families and societies, focusing on human needs through regular encounters with benefactors, and values formation talks and orientations. The administrator believes that with such exposure, the children are trained to be socially aware, despite being sheltered in the village.

Furthermore, he views that these regular encounters provide the children the opportunity to hone their interpersonal skills and enable them to adjust to the different aspects of socialization thus, developing their cognitive faculties.

The realm of teaching proved to be the most interesting for these children, especially to the girls since out of these choices, 37.50 percent mostly females wanted to be a teacher. These findings affirm the conclusion that feminine stereotypes describe women to work appropriately with roles which render nurture and care to others, such as mothers, aides and teachers. Historically, these roles assumed that women belong in homes, kitchen, nursery, schools [13]. The characteristics for such roles overemphasize women in relation to others, and view women as unique as a passive doer and activity facilitator, as well as an emphatic follower who has a tendency to please others.

The statistics on career aspirations on law, public safety and security clearly reflected the children's desire to contribute to the peace and order of the community, especially since some of them already had a grasp of the violence and security conflicts in the country, thus, developing in them their protective instincts These children simply dreamed to be peacekeepers as they have known the troubles in violence.

Meanwhile, 2.08 percent of the 79.17 percent population shares who belonged to the human services professions hoped to become the following respectively: a public servant who will help his constituents by giving them food and money; a chef who will excel in the international arena.

The children-participants reported that their motivation to aspire to become human services professionals simply lies in their innate desire to help people who are having problems or in very difficult circumstances. Their hopes of trying to impact others with their past experiences, receiving great help from human services workers that changed their life around, influenced their career aspirations. Furthermore, these children-participants awareness and experiences of social issues wanted to live their lives to do something about them.

Health Professions. Health professions include occupations promoting health and wellness, and diagnosing and treating injuries and disease [14]. Out of the 48 children, only six (12.50 percent) were interested in health services or health care delivery. There was an equal sample share; thereby showing that 6.25 percent wished to be nurses and the other 6.25 percent aspired to be doctors. Of the six children, five were females and one male. This statistical data infer that young girls still give high regard to medical professionals.

Industrial and Engineering Technology Professions

Interestingly, only four (8.33 percent) of the orphans and abandoned children dreamt of pursuing careers in industrial and engineering technology professions they have associated becoming an architect, engineer and/or flight attendant with having more money. One (2.08 percent) of these children's aspired occupations was toward architecture and construction (aspired to become an architect), two (4.17 percent) were into science, technology, engineering and mathematics cluster (aspired to become engineers), and another one (2.08 percent) was toward transportation, distribution and logistics cluster (aspired to become a flight attendant).

Moreover, the two boys thought becoming an engineer would provide more money that they could share with their families and comfortable life, which reflects the children's awareness and experiences of extreme poverty motivate them to aspire occupations that will provide them opportunity to live their lives to do something about it.

Most of the orphans and abandoned children opted to be part of the human services professions (79.17 percent) specifically in the teaching and training, and in law, public safety and security clusters, as reported by the children that they wanted to be teachers, and soldiers and policemen when they grow up. This means the majority of them aspire to pursue careers which guide and train people; and to guard the public, enforce the law and provide protection [14].

These children generally intend to share with others what they dream as their skills and abilities in order to help not only their immediate and foster families, but other people, even non-relatives. This reflects the value of gratitude which they have learned as they experience the care and concern of other people in the Village.

Evidently, most of these children wanted to serve in the human services professions because they want to extend the very same assistance and support they get from the authorities. Although there are numerous activities undertaken to at least entertain these children and make them forget the bad memories, still, they are aware of the efforts of the authorities in the village. Suffice it to say, but no matter how recreational the sessions are, there are things which are difficult to erase from one's mind. However, these children have realized that many people are working to help them not to experience those hurting and traumatic times again. They perceive that such assistance prove them to be worthy recipients and therefore inculcate in them the values of self-confidence and self-worth. Further, they also reflect the value of gratitude. In fact, some of the children manifested this value of gratitude as they discuss with the researcher the reason why they wanted to obtain the occupation they want to have when they grow up. Some said they wanted to help because people help them, too, and in that way, they can give back to the community

How people interact with others reflect the intricacies of the human behavior. In fact, Blocher believes that each human being lives and grows into a world of psychological as well as physical space [15]. The social and interpersonal interactions of people help to define their life space and determine the nature of the transactions that they conduct with the environment. Children, especially in their play years, even up to their middle school years, are not an exception to this fact.

Since the children involved in this endeavor are orphans and neglected children they have been exposed to varied environment which could have shaped their life space. Their current environment plays a very substantial role in shaping their values, eccentricities and prerogatives. Although many of these children need to know more about the work and the workers, and know the requirements of each occupation, still, they do know the value of those professions. They may have very simple ideas, but their ideas are very adaptive to their current life setting. All of them wish to be of help to others, all of them want to give back to their families and communities. For them, the definition of success is equivocally being able to help others. There is nothing nobler than that. This could be attributed to the values learned and lived by in the Village,

This infers that therefore, a child who wishes to help others deserves to be guided so he can be what he wants to be, and he can do what he aspires to do.

Shapers of Career Aspirations

Figure 1. Shapers of Career Aspirations

Walking back from the orphans and abandoned children's occupational goals had provided the researcher's theoretical formulation on concepts such as (1) environmental climate; (2) occupational self-concept or ego-ideal; and (3) positive experience with role models or key figures as key shapers of the orphans and abandoned children's career aspirations.

In Figure 1, the radial cycle arrangement of outer ring of circles recognizes the same level of importance of environmental climate or life space, self-concept or ego-ideal, and models or key figures in terms of their influence in shaping the career aspirations of orphans and abandoned children.

Environmental Climate. Fundamental in the influence that shaped the children's career aspirations, as observed and reported by the orphans and abandoned children, was the environmental climate or life space. Environmental conditions and events play an important role in discovering the occupational self-concept (the kind of person an individual is) and in planning for its development. The self-concept develops through synthesis and compromise [16]-[17].

As reflected in their relatively stable aspired occupations- human services profession (mostly), the orphans and abandoned children built their self-concepts and career identities through identification with the structure of the environmental climate of the Children's Village, operating based on the principle of providing the orphans and abandoned children with security, love, stability, protection, sense of belonging and support.

These children encountered events, environmental climate, which serve as their stimuli or learning process. Thus the environment climate or life space plays a very important role in learning them. Through a good and a nurturing surroundings, there youngsters can discover their abilities, and formulate their career aspirations.

According to Krumboltz the environmental conditions and events influence (positively and negatively) career choice [16]. Furthermore, he stressed that career preferences are implicated by what is going on in the environment.

Evidently, the nurturing environment in the SOS Village has been instrumental in the development of career aspirations among the children. Stand out values which could have been imbibed by the children were caring, which is an affective value in teaching and protection and safety, which perhaps they felt when they were in the home at the SOS where they felt protected and safe.

Occupational Self-concept/Ego-ideal. The occupational self-concept or ego-ideal is characterized by the children's evaluation of their developing interests with various career opportunities available. The occupational self-concept refers to the developing view of children of the available career pathways that are matched up (through personal evaluation) to the things that they like to do and to the things that are important to them. Manifestly, the children-participants' idea of becoming human services professionals (teachers, soldiers, policemen, public servant, and chef), health professionals (nurses and doctors), and/or industrial and engineering technology professionals (architect, engineers, and flight attendant) is positively associated with the children's interest profile and value system.

For orphans and abandoned children, strong occupational self-concept is vital on how they come up with their career goals having limited access in developmentally appropriate opportunities for career awareness and career exploration. To be able to develop a strong occupational personally meaningful to children as individuals, the experiences must be accompanied by opportunities to express individual thoughts and beliefs as they develop.

The basic concept of how children come-up with their career choice is the belief that the "thoughts about self" (self-concept) is vital to the development of career-related attitudes and beliefs about the world of work [18]-[17]. Petterson and Gonzales assert that the child's self-concept develops through exploration, development of interests leading to the acquisition of career information [19].

Positive Experience with Role Models/Key figures. The identity of the models or key figures encompassing their roles and behaviors within the context of their positive encounters with the children founded the parameters of the occupational self-concepts of the orphans and abandoned children. The lives of the worker-models or key figures provide them the picture of the world which would set the ideal path for them to pursue. Those orphans and abandoned children who have first-hand positive encounters with teachers, doctors, nurses, politicians, soldiers and policemen and seen in televisions and cinemas portraying characters of heroes or protagonists would like to be exactly the same of their worker-models.

According to Abrenica, availability of successful models in the individual's microsystem is important in choosing a career [20]. The career or occupation of

models/ key figures are well observed at close range, thus the child is able to develop mental schemata allowing for greater appreciation, understanding and imitation of actions or behaviors and eventually lead the way to choosing similar career options.

It could be noted that the illustrations penned by these children reflect how they perceived their lives and how they dealt with their past experiences. In turn, by delivering into their personal accounts, they were able to address their own issues and thus enrich their own personalities.

Process on How Orphans and Abandoned Children Develop their Career Aspirations

The process on how these children came-up with their career aspirations involved three phases: (1) building the new ego-ideal; (2) developing career identity; and (3) acquiring commitment to an occupation. Figure 2 illustrates the sequential steps.
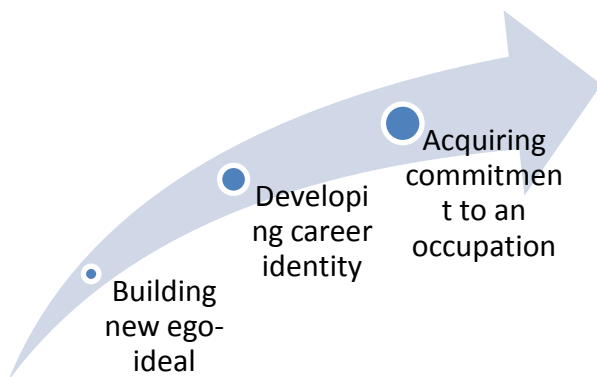

Figure 2. Sequential Steps in the Process of Developing Career Aspiration

1. Building the new ego-ideal.

Working-out the destabilized sense of self brought about by socioeconomic and personal events, and human resource changes, the children explored their new physical space (Village) and identified models workers from the accessible key figures- house mothers, administrators and social (daddy, uncles and aunties), educators, pedagogical co-workers, and friends of the Village (visitors, sponsors, patrons, benefactors, etc.) to replace their loss of biological parents.

The current life setting of the children provides long-term family-based care and education. Each child has a house mother and grows up most naturally with

brothers and sisters in their own homes with a supportive village environment.

As to the array of the children's family histories, there are four emerging themes. These are: (1) orphaned and completely abandoned; (2) neglected; (3) extreme poverty and limited opportunity for nurturance; and (4) orphaned and abused.

Orphaned and completely abandoned. Children were orphaned by one parent (either by the father or the mother) and neglected by the other parent because of insufficient financial capability, new family, health related conditions, emotional and behavioral disturbances, and disabilities and impairments.

Neglected. Children were neglected and deserted by one parent or both parents due to other priorities and/or stepfamilies.

Extreme poverty and limited opportunity for nurturance. Children experienced several family moves from one relative to another and/or from one place to another to secure the support of basic needs (food and shelter, etc.) and absence of adequate shelter, education and medical care. Eventually the parents gave up and abandoned the children and/or surrendered their custody to halfway centers.

Orphaned and abused. Children were orphaned by both parents and/or by a parent who had the custody and after which lived with their relatives but were eventually subjected to verbal and physical abuses. Most of the cases were put in court.

Looking into the family histories of the children provided rich understanding of the diversity of the career development among orphans and abandoned children. The respective family histories of the children revealed children had chaos and destabilization of self-concept in their own homes brought in a different approach in working with the orphans and abandoned children's career development.

Their diversity entails the career advocates, guidance workers and/or guidance counselors to facilitate first placing them in an affirmative new physical space with constructive authorities. Working with the orphans and abandoned children in their career development primarily requires changing the structure of the life space rather than the person within it. In other words, the advocate or worker initially works as change agent to improve the environmental climate of the orphans and abandoned children through providing them a productive family environment where education, regular healthcare, food

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and shelter are accessible and from there the children develop a relatively new stable self- concept (ego-ideal).

The starting phase, the child, of his and/or her own accord makes an evaluation of him-/herself and the things that are important to him and/or her in the current setting (Village). The child's personal-evaluation is seen to be his and/or her intuitive coping with the changes with time and experience in the situation and/or condition in which he and/or she lives. The transfer of the child from the home environment due to abandonment or neglect or rejection to an institution causes destabilization on the child's self-concept and value system. So as to cope with destabilization and to adapt to the emotional climate of the new environment (the institution) the child begins to explore and chooses from the alternatives, cherishes and manifests in behavior new sets of strong values observed by the authorities. The goals here are for the child to build a positive self-concept and to identify the authorities that may possibly replace his and/or her parents as prominent figures that he and/or she look up to as models.

2. Developing career identity

Equipped with the sense of hope for the future facilitated by the acquired self-concept/ego-ideal the child proceeds to the next phase: interpreting and implementing the model-patterned occupational self-concept. The child links his and/or her motivation, interests and competencies with acceptable career role. The pattern of abilities, characteristics and behaviors observed by the child on his and/or her worker-model provides the parameter of what is the acceptable career role. The child keeps and enhances the idea of the kind of person he and/or she is in reference to which is evident and approved by the prominent figure. Moreso, the child evaluates his and/or her abilities and characteristics, and tries to be like his and/or her worker-model.

Also in this phase, the child then seeks confirmation through socialization and rich positive experiences with the key figure whom he and/or she prospected to be his and/or her model. The child imitates what the model does as he and/or she secures affirmation of acquired self-concept/ego-ideal. The affirmation results to the strengthening of self-concept leading to the development of career identity, whereas, rejection of self-concept results in going back to phase 1- building ego-ideal.

3. Acquiring commitment to an occupation

The last phase, the child holds a relatively stable future occupation and shows enthusiasm to pursue aspired occupation. The child's acquired career identity provides confidence in setting his and/or her occupational goals. The challenge here is for the child to increase continuity in choice and adjustment to the demand of their career choice.

The Career Guidance Advocacy Model (CGAM) for Orphans and Abandoned Children

The orphans and abandoned children's vulnerability to the quality of life space and career opportunities and information, and the role models they encounter posted an urgency to act on the fundamental of their career development: development of career aspiration, through designing Career Guidance Advocacy Model (CGAM).The CGAM describes a positive growth-producing direction of developing career aspirations for young, diverse and less privileged population.

The assumptions upon which the CGAM are built are that (1) the orphans and abandoned children's career aspirations are confined on the few accessible occupations; (2) loving family environmental climate, strong occupational self-concept, and presence of and sustained positive experience with role models shaped the career aspirations (occupational goals) of orphans and abandoned children.; and (3) the process of developing career aspiration among orphans and abandoned children involves sequential steps: working-out the destabilized self-concept, interpreting and implementing the occupational self-concept, and demonstrating commitment on a relatively stable occupational goal.

The orphans and abandoned children's career aspiration formation constructs (shapers of career aspirations): environmental climate; occupational self-concept or ego-ideal; and positive experience with role models or key figures suggest that effective development of career aspiration is dependent upon children's access to a loving family environment (physical space with persons providing unconditional love, inspiration, support and encouragements), career opportunities and information, and role models. More specifically, this involves helping orphans and abandoned children (1) to build the new ego-ideal through providing them an affirmative environment (home, school and community) with constructive authorities; (2) to develop strong occupational self-

concept/ career identity through making available boundless career awareness opportunities and eliminating structural barriers on acquisition of comprehensive career information; and (3) to build relationships with those available role models through arranging occasions where children can have sufficient chances of positive experience with the role models: knowing more about the worker-models, their work, and the requirements of their occupations.

The organization of the shapers of career aspiration (outer ring of circles) reflects the comparable influence of each career aspiration formation construct (shaper) on how the orphans and abandoned children develop their career aspiration. CGAM is a three-stratum approach that can be adapted by the guidance workers and counselors according to his/her purpose. The career helping advocacies are specified in complement to the children's shapers of career aspirations. Figure 3 depicts the basic model.

Career Team Advisory: Guidance Workers/Guidance Counselors; Children's Home Administrators, Pedagogical Workers/Educators, House Parents; Key Figures/Authorities or Models
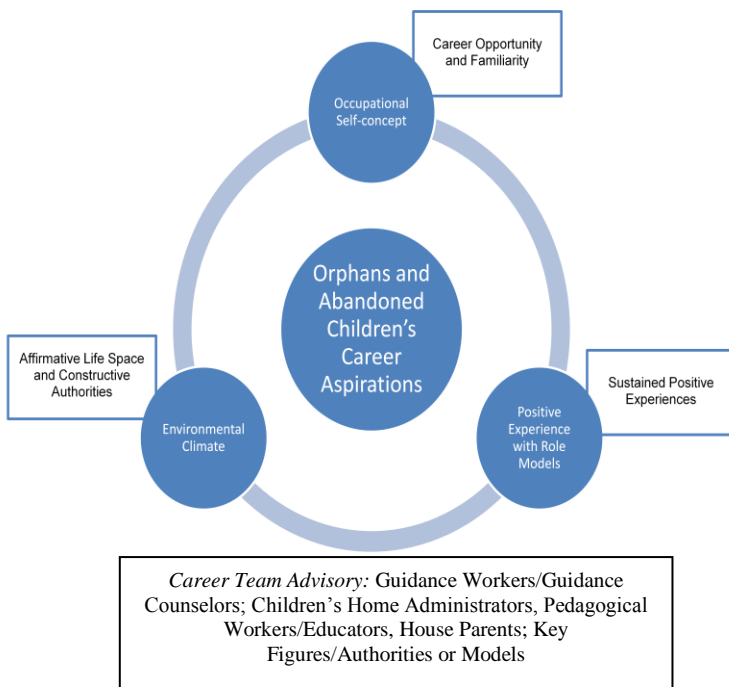
Figure 3. Career Guidance Advocacy Model for Orphans and Abandoned Children

CGAM is to be used as a career helping tool for orphans and abandoned children. The career helping encompasses the following advocacies: (1) provide an affirmative life space with constructive authorities, (2) facilitate access to boundless career information and

career opportunities, and (3) provide opportunities of constructive, affirmative and helpful experiences with role models.

Recommendations for applying CGAM are as follows: The first advocacy, providing affirmative life space with constructive authorities, is usually best realized in collaboration with the house/center administrators, house parents and house/center brothers and sisters (home), school administrators, teachers, staff and classmates/schoolmates (school), and house/center friends: benefactors, visitors and others (community). The goal here is to provide the children safe haven: support, love, security, acceptance and sense of belonging, to enable them to become self-reliant and gain confidence in career exploration. The second advocacy, making available of career information and limitless career opportunities, can be accomplished through career talks and orientations, career fairs and career days providing children a common learning opportunity to hear the experiences of different professionals and to learn from adults who are orphaned, neglected and/or abandoned who have been successful in their chosen fields and/or careers; fieldtrips to the local workplace for first-hand learning on the demands of various occupations; and introducing technologies as support access to career information. The point here is to eliminate structural barriers such as inaccessible career information and limited employment opportunities, inequity, injustice, prejudice, etc. Finally, the third advocacy, providing opportunities of affirmative, constructive and helpful experiences with role models, can be realized through conversations and/or dialogues with the role models and visits. The goal here is to facilitate knowing more about the worker-models, their work, and the requirements of their occupations, ensuring that the children's developing occupational self-concept are consistent with demands and realities of work.

In summary, CGAM offers framework of career helping for orphans and abandoned children through advocating affirmative life space with constructive authorities; career opportunity and familiarity; and sustained positive experiences. In the realization of the advocacies it is expected that the children gain the ability of self-development and behavioral autonomy to set realistic career aspirations.

Table 3 presents the summary of the career guidance advocacies for easier reference.

Table 3. Advocacy on Career Guidance for Orphans and Abandoned Children

Shapers of Career Aspirations	Advocacy	Outcome
Environmental Climate/Life Space	Affirmative Life-space with Constructive Authorities	Orphans and Abandoned Children's Realistic Career Aspirations
Occupational Self-concept	Career Opportunity and Familiarity	
Positive Experience with Models/Key Figures	Sustained Positive Experiences with Role Models	

CONCLUSION AND RECOMMENDATION

The orphans and abandoned children's occupational goals, influences and process of career aspirations provided the direction in the development of career guidance advocacy model. The CGAM can be utilized as a career helping tool for orphans and abandoned children. The career helping encompasses advocacies on providing an affirmative life space with constructive authorities, facilitate access to boundless career information and career opportunities, and provide opportunities of constructive, affirmative and helpful experiences with role models. The researcher is optimistic that the model may provide logical framework to assist the orphans and abandoned children in the development of their career aspirations.

To sum it up, the career guidance advocacy framework may provide the dynamics of shaping the children's career aspirations as contextualize in the accessibility of affirmative life space, career opportunity and familiarity, and sustained positive experiences with role models.

On a more personal note, the advocacy model is the researchers' contribution in their small way to help the orphans and abandoned children. This study had exposed them to their plight in their staying with the children in the Village. There was the realization of the need of these children to have people with them, children as they are, and saw how bravely they are coping with who they are and how they would be in the future. It is hoped that the model will be an apt framework from where they may be made whole.

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