

# CPU Freshmen's Requirements of an "Ideal" Job\*

by

*Elma S. Herradura*

When asked about their "ideal" job, various people give different things which it should provide or enable them to do. In the hope of understanding Filipino adolescent values related to the world of work, the investigator asked the CPU freshmen to rate twelve requirements of their ideal job and to add other requirements which they wanted to add. The following requirements were presented to them.

1. Allows me to work under conditions relatively relaxed (matawhay); this means I do not have to work under high pressure or tension most of the time.
2. Gives me chances to earn a good deal of money.
3. Permits me to be creative and original.
4. Provides opportunity to use my special abilities or aptitudes; enables me to work on things I can do well and like to do.
5. Gives me social status and prestige (high social standing and "name").
6. Gives me opportunity to work with people, rather than with things.
7. Provides a stable, secure future so that I don't have to worry

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\*Part of findings of a survey conducted in August, 1973, among the freshmen in the Colleges of Nursing, Education, Engineering, Arts and Sciences, Agriculture and Commerce of Central Philippine University. Only 1,192 freshmen were included in this survey.

about what will happen to me and my family in the future.

8. Leaves me relatively free of supervision by others; I do not like having someone closely watch or supervise me as I work.
9. Gives me a chance to be a leader, and have influence over people.
10. Provides me with adventure and/or chance to travel.
11. Enables me to work with people I like to work with.
12. Gives me opportunity to serve my community and my fellowmen.

A weight of 3 was given to a requirement if a respondent rated it "highly important," 2 if it rated "of average importance," and 1 if it is of little or no importance, unnecessary or even distasteful to the respondent. Each requirement was then scored and then ranked. Tables were prepared to show how the various groups of students ranked these requirements.

Taken as a whole group,<sup>1</sup> or as sub-groups, the boys gave the greatest importance to "a job which gives opportunity to serve my community and fellowmen." This had been given last in the list of requirements of an ideal job presented to

the freshmen to be rated. The above finding was true of the girls also.

"Use of special abilities or aptitudes" and "stable, secure future" were scored second and third in importance by both boys and girls' groups, and sub-groups except the older boys. It should be pointed out that although the older boys reversed the ranks of the two categories, the difference between their scores of these categories was only four score points. (See Tables 1 and 2).

"Creativity and originality" ranked fourth in boys and girls' groups, although it ranked lower in three sub-groups: sixth in the younger boys, seventh in the low SES boys, and fifth in the high SES girls.

Status and prestige ranked tenth among the boys' and ninth among the girls' choices. Leadership which ranked tenth in the girls' group had a higher rank (Rank 8) among the boys' requirements.

The various sub-groups of boys and girls scored lowest the same two job requirements: "relaxed conditions" ranked last and "freedom from supervision" ranked second to the last.

There was more agreement between the various sub-groups of girls

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<sup>1</sup>Group is used in referring to the whole group of boys (or of girls) and sub-group in referring to an age group or a SES (socio-economic status) group.

in regard to the other five requirements than there was among the sub-groups of boys. On the whole there was a high degree of agreement between ranks given by the boys and those given by the girls to the twelve requirements. The rank coefficient of correlation between the boys and girls' ranks given to the requirements was .97.

This suggests that gender did not seem to make much difference in the adolescents' requirements of an "ideal" job.

### **A Summary and a Commentary**

The first ranked obtained by "service to community and fellowmen" further showed altruistic bent of both boys and girls, first revealed by the second and third ranks that the girls and boys gave to "altruistic considerations" as a reason for their choice of a college course.<sup>2</sup>

Except for "chance to earn a good deal of money", the first six requirements expressed by the boys and girls reflect more mature and other-oriented concerns than are usually expected of adolescents. Rather than adventure, chance to travel, prestige and leadership and "relaxed conditions" and freedom from supervision, they expressed greater concern with "use of special abilities or aptitudes," "stable secure future," "Creativity and originality"

and "opportunity to work with people," after "service to community and fellowmen."

With the premium that present-day adults place on status and prestige as well as on leadership, it is rather surprising that these two categories ranked lower than "adventure and travel" and "working with people" as requirements of an "ideal" job.

If it is known how "relaxed conditions" and "freedom from supervision" are ranked by young people of other cultures, one can determine whether young people in general are too young to value freedom from constant supervision and from tension or whether the adolescents surveyed consider this freedom less important than do young people of other lands.

### **Comparison of the Requirements of Different College Groups**

To find out whether different college groups had considerably different requirements of an "ideal" job, tables were prepared to show how the various college groups ranked in importance the different requirements. The last columns in Tables 3 and 4 the average rank of each requirement. The average rank was obtained by adding the ranks obtained by each requirement and the sum was divided by 7, the

<sup>2</sup>See *Southeast Asia Journal*, Vol. 8, No. 2, 1974-75.

**TABLE I**  
**SCORES AND RANKS OF REQUIREMENTS OF "IDEAL" JOB**  
**(OBTAINED AMONG THE BOYS)**

Requirements*	SCORES					RANKS				
	Older	Younger	High	Low	Whole Group	O	Y	H	L	Whole Group
Give me opportunity to serve my community and my fellowmen.	271	675	293	653	946	1	1	1	1	1
Provide opportunity to use my special abilities or aptitudes.	265	670	290	645	935	3	2	2	2	2
Enable me to look forward to a stable, secure future, so that I don't have to worry about what will happen to me and my family in the future.	269	643	282	630	912	2	3	3	3	3
Permit me to be creative and original	258	589	280	567	847	4	6	4	7	4
Provide me with a chance to earn a good deal of money.	244	599	270	573	843	5	4	5	5	5
Give me opportunity to work with people, rather than with things.	218	597	247	568	815	9.5	5	6	6	6
Provide me with adventure and/or chance to travel.	233	561	254	545	794	7	8	7	9	7
Give me a chance to exercise leadership, and have influence over people.	230	563	205	588	793	8	7	12	4	8
Enable me to work with people I can get along well with.	236	556	244	548	792	6	9	8	8	9
Give me social status and prestige.	203	521	241	483	724	12	10	9	12	10
Leave me relatively free of supervision by others.	218	502	217	503	720	9.5	11	11	10	11
Does not require me to work under high pressure or tension most of the time.	214	500	223	491	714	11	12	10	11	12

**TABLE 2**  
**SCORES AND RANKS OF REQUIREMENTS OF "IDEAL" JOB**  
**(OBTAINED AMONG THE GIRLS)**

Requirements*	SCORES					RANKS				
	Older	Younger	High	Low	Whole Group	O	Y	H	L	Whole Group
Service to community and fellowmen	291	2065	582	1774	2356	1	1	1	1	1
Use of abilities or aptitudes	279	1998	563	1714	2277	2	2	2	2	2
Stable, secure future	275	1952	557	1670	2227	3	3	3	3	3
Creativity and originality	248	1796	531	1513	2044	4	4	5	4	4
Opportunity to work with people	240	1791	534	1497	2031	6	5	4	5.5	5
Much money	233	1757	493	1497	1990	8	6	8	5.5	6
Adventure and/or chance to travel	234	1755	527	1462	1989	7	7	6	7	7
Working with people I like to work with	245	1677	494	1428	1922	5	8	7	8	8
Status and prestige	221	1599	463	1357	1820	10	9	9	9	9
Chance for leadership	227	1529	448	1308	1756	9	10	10	10	10
Freedom from Supervision	212	1483	432	1263	1695	11	11	11	11	11
Relaxed	192	1454	429	1217	1646	12	12	12	12	12

\*For complete statements of these requirements, see Table I

**TABLE 3**  
**RANKS ASSIGNED BY EACH COLLEGE GROUP OF BOYS**  
**TO REQUIREMENTS OF AN "IDEAL" JOB**

Requirements	Arts	Sciences	Agriculture	Education	Engineering	Commerce	Nursing	Average Rank
Relaxed	11.5	12	9	10.5	10	11	9.5	10.5
Much Money	5	8	4	8.5	6	6	3.5	5.8
Creative	2.5	6	5	2.5	5	7.5	6.5	5
Special abilities	1	2	3	1	1.5	2	6.5	2.7
Prestige	11.5	9.5	10	10.5	11	7.5	11	10.1
Work with people	6.5	5	7	2.5	8	9.5	8	6.6
Stable future	6.5	4	2	8.5	3	4	2	4.3
Free of supervision	8.5	11	12	6.5	12	12	12	10.6
Influence	10	7	6	12	9	1	9.5	7.8
Adventure	4	3	11	4.5	7	5	3.5	5.4
People I like	8.5	9.5	8	6.5	4	9.5	5	7.3
Serve community	2.5	1	1	4.5	1.5	3	1	2.1

**TABLE 4**  
**RANKS ASSIGNED BY EACH COLLEGE GROUP OF GIRLS TO**  
**REQUIREMENTS OF AN "IDEAL" JOB**

	Arts	Sciences	Agriculture	Education	Engineering	Commerce	Nursing	Average Rank
Relaxed	12	12	12	12	8.5	12	12	11.5
Much Money	8.5	5	5	5	7	4	7	5.9
Creative	5	4	4	6.5	6	11	5	5.9
Special abilities	2	2	2.5	2.5	2	3	2	2.3
Prestige	10	10	10	6.5	8.5	8	9	8.9
Work with people	6	6	9	4	11.5	7	4	6.8
Stable future	3	3	1	1	3	2	3	2.3
Free of supervision	11	11	11	8	11.5	10	11	10.5
Influence	8.5	9	8	9	10	9	10	7.6
Adventure	4	7	7	10.5	4	5.5	6	6.3
People I like	7	8	6	10.5	5	5.5	8	7.1
Serve community	1	1	2.5	2.5	1	1	1	1.43

number of college groups. Each rank was then compared with the average rank.<sup>3</sup>

**Boys' choices of requirements of "ideal" jobs.** Table 3 gives the ranks assigned by the boys' groups. Among the boys' groups, there were five ranks that deviated noticeably from the average rank; another five that deviated very considerably. Of the seven groups, the Education group which consisted of only two boys deviated from the other groups in regard to five requirements of an "ideal" job. The two boys ranked very much higher than did the other groups the category "relatively free from supervision by others" and much higher the categories "originality and creativity" and "opportunity to work with people". On the other hand, they ranked very much lower "a stable, secure future" and "chance to be a leader and to have influence over people". But probably the data gathered from his usually small sample (two boys) do not warrant a valid comparison.

The Sciences and Engineering boys were most like the "average" group; they did not rank any response noticeably higher or lower than the average rank. The other four college groups deviated from the other groups only in one or two responses.

Like the two Education boys, the Arts boys put more premium on creativity and originality than did the other boys.

The Agriculture boys ranked very much lower than the other boys "adventure and chance to travel."

The Commerce boys ranked much lower than did the other boys "opportunity to work with people rather than with things," and ranked very much higher "chance to be a leader and have influence on others." In fact, they ranked the latter category as the most important requirement.

The twenty-one Nursing boys ranked much lower than did the other groups "opportunity to use special abilities and aptitudes." They

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<sup>3</sup>A college group which assigned to a response a rank which deviated at least 2.5 ranks from the average rank was said to have ranked a category **much higher (lower)** than the other groups did, or to deviate **noticeably** or **considerably** from the other groups. If a rank deviated from the average rank by at least four ranks, the group was described as deviating from the other groups of the same sex **very noticeably** or **very considerably** or as having ranked a category **very much higher (lower)** than did the other groups. These groups were singled out in the discussion: The college group that deviated considerably or very considerably from the other groups in the greatest number of requirements was also singled out.

A group may be described as having ranked a category **higher** or **lower** if the rank deviated from the average rank by 2.4 ranks or less. Such a group is occasionally mentioned in certain comparisons.



gave the same rank (6.5) to a related category, "creativity and originality."

**Girls' requirements of "ideal" job.** There were eight ranks given by the groups of girls which deviated considerably from the average ranks (compared to ten such ranks observed among the boys.) It was the Education group of girls that deviated from the other groups in the most number of responses. They ranked much higher "relative freedom from supervisor"; the Education boys also ranked this very much higher than did the other boys. The Education girls ranked considerably lower than the other girls "adventure and chance to travel" and "working with people I like." See Table 4.

The Sciences girls, like the Sciences boys, gave typical responses in regard to "requirements of an ideal job." This time, it was the Agriculture group that was like the Sciences group in giving average or typical responses. The Engineering girls deviated from the other groups in two responses. They ranked much higher "working under rela-

tively relaxed conditions" and ranked very much lower "working with people, rather than things." The latter was also ranked by the Engineering boys lower than did the other boys.

Three college groups deviated from the other groups in regard to only one requirement, each. The Arts girls rated much lower "earning a good deal of money." The Commerce girls ranked very much lower "creativity and originality"; their male counterparts also ranked this lower than did the other boys, but not much lower as the girls did. The Nursing girls ranked much higher "working with people."

Except for the Engineering girls' greater concern with "working under relatively relaxed conditions," the above findings seem to bear out the characteristics usually attributed to people who tend to gravitate to the various lines of work. Engineering jobs are often done in situations not characterized by "relaxed conditions," so the Engineering girls may find difficulty in getting jobs that will approximate their "ideal" job.