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Strengthening career readiness through structured career guidance services of grade 11 students

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Abstract

Career indecision remains a prevalent challenge among senior high school students, often hindering their educational progress and long-term career development. Despite the availability of school-based guidance programs, inconsistencies in content delivery and effectiveness contribute to varying levels of career readiness. This study addressed this gap by assessing the relationship between students' career readiness and the quality of the guidance program in a senior high school context. The study involved senior high school students who completed the GATI PIC (Prescreen, In-depth, and Choice) questionnaire. Data were analyzed using correlational techniques to examine the associations between program content, delivery, and students' readiness for career decision-making. Findings revealed that while students demonstrated a generally high level of career readiness, variations existed across academic strands due to differences in exposure, household background, and extracurricular participation. The study also found a strong alignment between program content and its implementation, indicating that the guidance framework effectively supports career preparedness. The results underscore the need for the standardization of school guidance programs to ensure consistency and equity in career support across disciplines. Strengthening program structure and delivery can enhance students' confidence, self-awareness, and informed career decision-making.

Keywords: Career guidance; career readiness; decision-making; educational support; senior high school.

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1. INTRODUCTION

The transition from senior high school to college or joining the workforce requires thoughtful planning, self-awareness, and access to reliable sources like career guidance programs (Alnajjar & Abou Hashish, 2024; Amaral et al., 2024). Addressing common challenges such as career indecision through career exploration, simplified information processing and delivery of services, normalization of uncertainty, and robust support systems from schools and families is essential (Şeker, 2025; Mukhtar et al., 2022; Sundqvist et al., 2024). The Grade 11 students can navigate this important phase of their lives with confidence and clarity. At the same time, the guidance service plays a vital role in helping senior high school students explore career possibilities and choices.

Career indecision among senior high school students is a significant issue that can negatively affect their educational and professional trajectories this is a product of not having a career guidance programs enacted in their respective school, A study research by Atitsogbe et al.,(2024) indicates involving 1,094 senior students in Ontario, Canada found that career indecision had negatively impacts student's overall well-being and academic performance, findings also added an insightful factor regarding uncertainty it suggest that they may struggle motivation and engagement in their current studies, hindering their ability to pursue higher education or stay on a dead end job (Mbanga et al., 2024). However, the study of Yulianta et al., (2022) and Marschall & Shah (2020) also highlights combination of parental involvement, teachers, and guidance professionals who implemented guidance programs emerged as a crucial factor in helping students overcome the predicament they face

Studies show that students with access to quality guidance services, career programs, and tools are more likely to make informed decisions, complete their education, and either pursue higher education or experience greater job satisfaction in their careers (Tomy & Pardede, 2019; Atitsogbe et al., 2024). In contrast, those lacking such support often face uncertainty, academic disengagement, poor decision-making, and delayed or unsatisfying career outcomes.

A study by Carnazo and Yambao (2019) in the Philippines emphasizes the importance of support systems provided by teachers, guidance counselors, and parents. It also highlights the need for quality programs that schools offer during the transition from junior high to senior high school. The study by Dionaldo and Espinosa (2024) cited this as a problem due to the lack of qualified registered guidance counselors and the large number of students in a school. In General Santos City, DepEd oversees more than 30 public secondary schools, including newly created annexes.

Antonino G. Busano Senior High School faces a critical challenge in delivering guidance services, with only one registered guidance counselor attending to the diverse and growing needs of approximately 2,800 students across both junior and senior high school. Recognizing the limitations of this setup, the school leadership initiated a strategic solution by empowering Senior High School class advisers to serve as guidance advocates, a peer-support framework aimed at bringing guidance services closer to the students. The study evaluates the program's effectiveness in preparing students for future educational and career paths, identifies challenges in career decision-making, and explores how structured interventions can address these needs. It also seeks to design tailored guidance activities based on students' interests and aspirations and assess their perceptions of the program's impact on their career readiness.

1.1. Theoretical framework

The conceptual framework of this study is grounded in career development theories, particularly Gati et al., (2001). These theories highlight the importance of self-awareness, adaptability, and structured decision-making in career readiness, emphasizing how individuals navigate career development stages and make informed career choices. As students transition from adolescence to young adulthood, they refine their career choices through a process of exploration and identity formation. Effective career guidance services should assist students in understanding their interests, values, and skills to facilitate informed decision-making (Savickas, 2002).

Gati and Asher's (2001) PIC Model (Prescreening, In-Depth Exploration, and Choice) provides a structured approach to career decision-making. This model consists of three key phases: narrowing down career options based on personal preferences and external constraints, exploring shortlisted career paths to gather relevant information, and ultimately making a well-informed decision (Gati & Asher, 2001). The model emphasizes the role of systematic exploration and evaluation of career options, ensuring that students engage in an informed and intentional decision-making process rather than relying on impulse or external pressures (Gati et al., 1996).

This study posits that the implementation of GABAY KARERA bridges gaps in career planning and preparation among Grade 11 students at Antonino G. Busano Senior High School. Students are expected to develop a clearer understanding of their future career pathways, reducing uncertainty and enhancing their readiness to transition into post-secondary education or employment (Sharf, 2002). Moreover, the framework recognizes that career guidance is not a one-size-fits-all approach and should be tailored to students' individual needs, considering factors such as academic track, socioeconomic background, and personal aspirations. By grounding the study in career development theories, this research aims to examine how structured career counseling can empower students to make proactive and well-informed career decisions, ultimately improving their future employability and career satisfaction (Watts & Sultana, 2004).

This study evaluates the effectiveness of the career guidance program at Antonino G. Busano Senior High School, a public school in Barangay Conel, General Santos City, Region 12. It focuses on the program's scope, student awareness and experiences, and the perceived role of guidance counselors in addressing student needs. A quantitative descriptive approach is used, with data collected through pen-and-paper surveys. The study is limited to senior high school students enrolled at Antonino G. Busano SHS during the 2024–2025 academic year, a critical period for career exploration. A sample of approximately 60 students will be selected from a population of 210 using stratified random sampling, depending on feasibility. The research is confined to this single school and does not cover other institutions or regions.

The focus is solely on the existing career guidance program, with recommendations for improvement based on the findings; it does not evaluate newly implemented programs. While primarily quantitative, limited qualitative input may be considered, under strict criteria, to understand select negative student experiences, without shifting the study's quantitative focus.

This study is significant as it addresses the urgent need for structured, accessible, and student-centered career guidance at Antonino G. Busano Senior High School, where limited resources hinder the delivery of comprehensive support. By examining the GABAY KARERA program, the research aims to generate evidence-based insights into how structured career interventions can enhance the career readiness of Grade 11 students and address the unique challenges they face in making informed career decisions.

1.2. Purpose of study

This descriptive quantitative study examines the role of the GABAY KARERA program by measuring its impact on Grade 11 students' career readiness and confidence, using numerical data to describe their perceptions and challenges in career preparation. Specifically, it seeks to answer the following questions:

1. What are the demographic profiles of Senior High School (SHS) students in terms of:
 - SHS strand
 - Total household income
 - Academic performance
2. What is the impact of the structured career guidance services in terms of:
 - Program content and resources
 - Program delivery

3. Is there a significant difference in the effectiveness of structured career guidance services when students are grouped according to their demographic profiles?
4. Based on the findings, what enhancement program may be proposed to improve the existing structured career guidance services?

2. METHOD AND MATERIALS

2.1. Research design

This study employs a descriptive-correlational research design to evaluate the effectiveness of the GABAY KARERA: Strengthening Career Readiness through Structured Career Guidance Services program in preparing Grade 11 students at Antonino G. Busano Senior High School for the academic year 2024-2025. This design is appropriate for assessing the characteristics of the program and identifying possible relationships between student participation and their level of career readiness without establishing cause-and-effect. The descriptive component of the design is used to collect and summarize data on the extent of program implementation, student awareness, and perceptions of the guidance services. It provides a snapshot of how students interact with the program and how they view its relevance to their career planning.

The correlational component investigates whether there is a statistically significant relationship between students' engagement in the program and their self-reported levels of career readiness. This is achieved by analyzing survey responses using appropriate statistical methods. To support and deepen the quantitative findings, a supplementary qualitative section is included through two open-ended questions, administered under strict selection criteria. This allows for the inclusion of student voices regarding their experiences, particularly any challenges, while ensuring that the study maintains its quantitative orientation. By combining these approaches, the research design enables a comprehensive understanding of both measurable outcomes and personal insights, informing future improvements to the career guidance program.

2.2. Participants

This study is set at Antonino G. Busano Senior High School in Barangay Conel, General Santos City, and focuses on evaluating the effectiveness of the Guidance Career and Program in Senior High School among Grade 11 students enrolled in the 2024–2025 academic year. Using a stratified random sampling technique, the research ensures representation across the three academic strands: Humanities and Social Sciences (HUMSS), Accountancy, Business, and Management (ABM), and Technical-Vocational-Livelihood (TVL). Out of a total population of 210 students, 112 from HUMSS (53.33%), 63 from ABM (30%), and 35 from TVL (16.66%), a predetermined representative sample of 60 students was proportionally selected based on its population: 32 from HUMSS, 18 from ABM, and 10 from TVL. Random selection within each track minimized selection bias and allowed for the inclusion of varied student perspectives. This sampling approach strengthens the study's validity by ensuring that the evaluation reflects the diverse academic backgrounds and experiences of the student body.

2.3. Data collection instruments

This study employed a structured survey questionnaire to evaluate the effectiveness of the GABAY KARERA: Strengthening Career Readiness through Structured Career Guidance Services program, targeting Grade 11 students at Antonino G. Busano Senior High School during the 2024–2025 academic year. Stratified random sampling was used to select a representative sample of 60 students from a total population of 210 across three academic tracks: HUMSS (32), ABM (18), and TVL (10), minimizing selection bias.

The questionnaire consisted of four sections aligned with the study's research objectives. The first section gathered demographic and contextual data, including academic track, household income, academic performance, and extracurricular involvement, addressing the first research question on student profiles.

The second section assessed core program components using a 4-point Likert scale with a “Not Applicable” option, divided into five indicators: Career Readiness Program, Quality of Career Counseling, Mock Interviews and Consultations, Group Sessions and Peer Activities, and Overall Career Preparedness. The third section measured the perceived effectiveness of specific interventions, such as job fairs and mock interviews, also via a 4-point Likert scale with an “N/A” option, addressing the impact of these components on students’ career confidence. The fourth section included two open-ended questions to capture qualitative insights on challenges encountered and program aspects found most beneficial, providing a richer context to complement quantitative data.

Content validity was ensured through literature review, alignment with local guidance frameworks, and expert panel review. Reliability was confirmed via Cronbach’s Alpha, assessing the internal consistency of Likert-scale items. The instrument’s five key indicators comprehensively measure the program’s effectiveness in supporting students’ career development.

2.4. Data gathering procedures

The process of data collection for this study was carried out through a systematic and methodologically sound approach to ensure the reliability and validity of the findings. The procedures outlined below detail the specific steps undertaken to gather the necessary data relevant to the research objectives. The researchers first identified and selected respondents who met the criteria outlined in the previous section; specifically, Grade 11 students enrolled for the academic year 2024–2025. An informed consent letter, approved by the research adviser and the school administration, was distributed to seek permission to conduct the study. Upon receiving the necessary approvals, the researchers proceeded with the data collection process.

In the process, the researcher will randomly select according to the quota given by the school, and the respondents will be oriented concerning their participation in the research study. Once all data have been collected, the researchers will promptly analyze and interpret the responses. All raw data will be securely deleted after a period of three months, retaining only the printed results and the accompanying methodology for documentation purposes.

2.5. Data analysis technique

The data collected from the structured survey administered to approximately 60 Grade 11 students at Antonino G. Busano Senior High School will be analyzed using descriptive quantitative methods to evaluate the effectiveness of the "GABAY KARERA: Strengthening Career Readiness through Structured Career Guidance Services" initiative. Responses from the student profile section, particularly identifying academic tracks (STEM, HUMSS), will be tabulated. Frequencies and percentages will be calculated to verify inclusivity across academic backgrounds.

For the career guidance evaluation section, Likert-scale responses (1 = Strongly Disagree, 4 = Strongly Agree, and N/A) to items such as “The GABAY KARERA program has helped me understand career options related to my academic track” and “I feel confident making career decisions after participating in the guidance activities” will be analyzed using descriptive statistics, including weighted mean and standard deviation. These statistical measures will quantify the overall degree of agreement or disagreement among respondents, thereby highlighting the proportion of students who perceive the program positively, neutrally, or negatively. This analytical approach facilitates a balanced and nuanced assessment of diverse student perspectives and offers actionable insights regarding the program’s effectiveness.

Additionally, responses marked as “Disagree” or “Strongly Disagree” will be further examined through qualitative feedback to understand the underlying reasons for dissatisfaction and to identify areas for improvement. Responses marked as “Not Applicable” (N/A) will be treated as null values, coded as zero to maintain consistency in data handling.

To examine the relationship and significance between students’ demographic profiles and their evaluation of the structured career guidance program, Spearman’s rank-order correlation coefficient was utilized. This non-

parametric statistical method is appropriate for analyzing relationships involving ordinal data or variables that do not meet the assumptions of normality. Specifically, it assessed the correlation between students' program impact ratings and key demographic variables, including SHS strand, household income, and academic performance, thereby providing insight into how these factors may influence perceptions of the program's effectiveness.

To ensure the reliability and internal consistency of the instrument, Cronbach's alpha will be employed to assess the inter-item reliability of the Likert-scale items and their corresponding indicators. This analysis will guide the researchers in determining whether specific items require revision or removal based on their contribution to the overall reliability of the scale.

2.6. Ethical considerations

Ethical conduct is a fundamental component of responsible research, ensuring the integrity, respect, and protection of participants throughout the study. According to Resnik (2021), essential ethical principles include honesty, objectivity, carefulness, and transparency, all of which guide researchers toward responsible research practices. Furthermore, prior studies emphasize the importance of informed consent, confidentiality, and anonymity as critical components in upholding ethical standards.

In adherence to ethical guidelines, the researchers ensured the anonymity of all participants by excluding any personally identifiable information, such as names or specific details that could reveal respondent identities. Thereby, safeguarding participant privacy. The researchers ensure restricted access to respondents' information as suggested by the Norwegian National Research Ethics Committees. The researcher sought permission from respondents before conducting the online survey or pen and paper survey. The informed consent was given to an independent section before the questions of research for respondents to agree/disagree with, and attached herewith is the respondent's response that they agreed to participate in the online survey questionnaire. It contains the following: objective of the study, desired outcome of the study, and rights to withdraw from the study. It served as a form of agreement between the researchers and respondents.

3. RESULTS

This part presents the results and discussion of the data gathered in this study. The results of the Evaluation of Structured Career Guidance Services and Effectiveness of Career Guidance Program are presented in the succeeding tables.

Table 1
Students' current Senior High School (SHS) Strand.

SHS Strands	Stem	Percentage
HUMMS	32	53.33%
ABM	18	30%
TVL	10	16.67%
Total	60	100%

Note. This table presents the number and percentage of respondents according to their SHS strand.

Table 1 presents the demographic distribution of respondents by academic strand. Of the 60 students surveyed, 32 (53.33%) are enrolled in the Humanities and Social Sciences (HUMSS) strand, 18 (30%) in the Accountancy, Business, and Management (ABM) strand, and 10 (16.67%) in the Technical-Vocational-Livelihood (TVL) strand. This proportional representation reflects the application of stratified random sampling, ensuring equitable inclusion of all academic tracks based on their actual population sizes within the school.

The predominance of HUMSS students in the sample suggests a strong preference for this strand at Antonino G. Busano Senior High School. This may be associated with student interests in the social sciences, career aspirations in fields like education, communication, and public service, or perceptions of a more manageable

academic workload. Conversely, the comparatively lower representation of TVL students, comprising less than one-fifth of the sample, may indicate ongoing challenges such as limited program offerings, inadequate facilities, or persistent societal stigma surrounding vocational education.

Understanding these demographic patterns helps inform more targeted and strand-specific guidance interventions. As such, it reinforces the need for a responsive and differentiated approach in implementing structured career guidance, ensuring that all students, regardless of strand, receive equitable support tailored to their academic orientation and career goals.

Table 2

Total monthly household income

Household Income	Stem	ABM	TVL	Frequency	Percentage
₱10,000- ₱20,000	7	4	2	13	21.67%
₱20,001-₱30,000	21	11	4	36	60%
₱30,001-₱50,000	44	3	4	11	18.33%
Above ₱50,000	0	0	0	0	0
Total	32	18	10	60	100%

Note: This table presents the frequency and percentage of the respondents' Total monthly income

Table 2 shows the total monthly family income distribution. Most students across strands (60%, n=36) reported incomes between ₱20,001 and ₱30,000. Following this, 21.67% (n=13) of students reported an income bracket between ₱10,000 and ₱20,000 across strands. Lastly, 18.33% (n=11) of students reported an income bracket between ₱30,001 and ₱50,000 across strands. No students reported an income above ₱50,000. Overall, the average monthly family income of students in Antonino G. Busano fell within the income bracket of ₱20,001 to ₱30,000.

The predominance of respondents within the ₱20,001 to ₱30,000 income bracket suggests that the majority of families in this study fall within the lower-middle-income category. This aligns with national classifications, where middle-income households are defined as those with monthly incomes ranging from ₱18,200 to ₱36,400. The absence of respondents in the highest income bracket (above ₱50,000) may reflect the economic realities faced by families in the region, potentially influencing students' choices of SHS strands based on financial considerations.

In the case of Antonino G. Busano Sr High School considers it crucial to understand the income distribution of its students, as it provides insights into their economic backgrounds. This information can guide decisions regarding resource allocation, scholarship opportunities, and support services tailored to the needs of students from various economic backgrounds.

Table 3

Grade 11 academic performance

Grades	Stem	ABM	TVL	Frequency	Percentage
With honors or higher (90% Above)	6	10	0	16	26.67%
Above average (85-89%)	12	3	1	16	26.67%
Average (80-84%)	14	5	5	24	40%
Below average (below 80%)	0	0	4	4	6.67%
Total	32	18	10	60	100%

Note. This table presents the number and percentage of respondents' Academic Performance.

Table 3 presents the distribution of academic performance among 60 Grade 11 students from the HUMSS, ABM, and TVL strands at Antonino G. Busano Sr. High School. The data indicate that the largest proportion of students, accounting for 40% (n = 24), fall within the "Average" grade range of 80–84%. This performance level was relatively consistent across all three strands. Notably, 26.67% (n = 16) of students achieved "With Honors or Higher" (90% and above), with the majority of these high-performing students coming from the ABM strand, where 10 out of 18 students attained honors. An additional 26.67% (n = 16) of students were classified as "Above Average" performers (85–89%), primarily from the HUMSS strand.

On the other hand, 6.67% (n = 4) of the total respondents were categorized as "Below Average" (grades below 80%), and all were from the TVL strand. This is a critical finding, as it suggests that students in the TVL track may be encountering more academic challenges compared to their peers in the other strands. The absence of any honors students in the TVL group further reinforces this trend.

Moreover, the data suggest that while most students are performing at satisfactory or above levels, targeted academic interventions may be necessary, particularly for TVL students, to ensure equitable access to both academic success and meaningful participation in career guidance activities. Given that academic performance is closely linked to self-efficacy and confidence in career decision-making (Lent et al., 1994), enhancing the academic support systems for underperforming students is essential in maximizing the effectiveness of structured career guidance programs such as Gabay Karera.

Table 4
Extracurricular activities

Activities	Stem	ABM	TVL	Frequency	Percentage
Student organization/leadership	13	11	2	27	45%
School club (academic, arts, sports, etc.)	15	5	3	23	38.33%
Community service/volunteering	0	0	0	0	0%
Part-time work or internship	0	0	3	3	5%
None of the Above	4	2	1	7	11.67%
Total	32	18	10	60	100%

Note. This table presents the number and percentage of respondents in Extracurricular Activities.

Table 4 presents the extra-curricular distribution, most students across strands (45%, n= 27) reported joining an student organization/leadership, following 38.33% (n= 23) reported joining school club such as academics, arts and sports across strands, while 11.67% (n= 7) reported none of the above technically not joining in any events across strands, and 5% (n= 3) reported having a part-time work or internship it was dominated by TVL strand. Lastly, no students reported joining an activity of community service/volunteering.

Further, the data highlights the extracurricular engagement of students at Antonino G. Busano Sr. High School, revealing a strong inclination toward student organizations and school clubs. This active participation is indicative of a vibrant school culture that values holistic development. However, the absence of community service involvement and the significant percentage of students not engaging in any extracurricular activities suggest areas for potential growth. By incorporating career exploration activities, internships, and skills-building workshops, the Career Guidance services can help students discover their interests and talents, setting them up for success after graduation. Implementing a structured Career Guidance Program can play a pivotal role in preparing students for their future careers.

Table 5
Program content

Item No.	Statement	Median	SD	Interpretation
1	The Gabay Karera program helped me plan my next steps related to my strand.	4	0.54	Strongly Agree
4	The mock interviews help me understand what to expect in job or college interviews related to my strand.	4	0.47	Strongly Agree
7	Mock interviews are well-organized and relevant to my career preparation.	4	0.48	Strongly Agree
9	The mock interview has increased my confidence in presenting myself during interviews.	4	0.46	Strongly Agree
10	The mock interview has boosted my confidence in handling interview situations.	4	0.44	Strongly Agree
11	The mock interviews have boosted my decision-making confidence.	4	0.40	Strongly Agree
12	One-on-one career talks have boosted my decision-making confidence.	4	0.83	Strongly Agree
13	Making a personalized career roadmap has boosted my decision-making confidence.	4	0.65	Strongly Agree
14	The career symposium has boosted my decision-making confidence.	3	0.54	Agree
15	The job fair has boosted my decision-making confidence.	4	0.49	Strongly Agree

Note. SD = Standard Deviation. Responses were measured on a [1 = Strongly Disagree, 2 = Disagree, 3 = Agree 4 = Strongly Agree, and N/A]

Table 5 illustrates student feedback on the effectiveness of the Gabay Karera career guidance program's key activities, such as mock interviews, career talks, career road mapping, symposiums, and job fairs. The weighted mean scores across almost all of the items are 4, indicating that students generally strongly agreed that the program contributed positively to their career readiness, decision-making confidence, and interview preparation. Among these activities, mock interviews emerged as the most impactful, particularly in building students' confidence. Item 11, which states that mock interviews boosted their decision-making confidence, received the lowest SD (0.40) and a Median of 4, closely followed by items on interview preparedness (Items 9 and 10), both averaging a standard deviation ranging from 0.44 to 0.46. These findings affirm the value of experiential learning in career guidance.

According to Lent et al. (1994), Social Cognitive Career Theory experiences that enhance self-efficacy, such as realistic simulations and guided practice, significantly strengthen students' career decision-making and outcome expectations.

Moreover, the results support the findings of Fouad et al. (2016) and Dykeman et al. (2003), who emphasized that structured activities like mock interviews and career talks can meaningfully improve students' clarity in career pathways and boost confidence. The moderate agreement with the usefulness of career symposiums, job fairs, and roadmap creation (standard deviation between 0.54 to 0.65) suggests these components are helpful but may benefit from further enhancement or integration. Meanwhile, one-on-one career talks received a median of 4 but had the highest standard deviation (0.83), indicating mixed experiences; possibly due to variations in the delivery or depth of guidance provided.

In general, the findings align with the goals of DepEd Order No. 41, s. 2015, which underscores the need for comprehensive and strand-relevant career guidance in Senior High School. Programs like Gabay Karera of Antonino G. Busano Senior High School emphasize interactive and contextualized career learning strategies that may seem to bridge the gap between classroom knowledge and real-world career expectations. As also supported by Super

et al. (1996), these guided interventions help students form a realistic self-concept and prepare for the transitions from school to work or higher education.

Therefore, the ongoing implementation and enhancement of key components, particularly mock interviews and individualized career-related activities, are recommended to further improve the career readiness of students. As a career readiness initiative, the Gabay Karera Program holds strong potential to serve as a vital instrument in guiding AGBSHS students toward future academic and professional success.

Table 6

Delivery items assessed the effectiveness of program activities in supporting students' career readiness and confidence by evaluating how well the program is delivered and its impact on students.

Item No.	Statement	Median	SD	Interpretation
1	During the program, the career consultation feedbacks boost my confidence in choosing a career or job	4	0.52	Very Much
2	Counseling from teachers and guidance advocates clarified the career I wanted.	4	0.51	Very Much
3	One-on-one sessions with a Guidance advocate or teacher during the GABAY KARERA program boosted my knowledge of labor laws and employee rights.	4	0.84	Very Much
4	The GABAY KARERA program helped me become more realistic about my career goals.	4	0.49	Very Much
5	Career counseling during the GABAY KARERA program helped me realize my abilities for career preparation.	4	0.53	Very Much
6	Feedback from teachers and guidance advocates during the GABAY KARERA program helped me know my strengths and weaknesses.	4	0.52	Very Much
7	Feedback during the GABAY KARERA program's career talks boosted my confidence in choosing a career.	4	0.50	Very Much
8	The job fair increased my confidence by showing me practical employment pathways matching my strand.	4	0.54	Very Much
9	The job fair increased my confidence by showing me practical employment pathways matching my strand.	3	0.50	Very Much
10	Interacting with teachers and guidance advocates during the GABAY KARERA program helped increase my confidence in pursuing a career.	4	0.47	Very Much
11	Feedback during the GABAY KARERA program's mock interviews boosted my confidence in my interview skills.	4	0.83	Very Much
12	The job fair boosted my confidence by introducing me to employers who value my strand's skills.	4	0.55	Very Much
13	One-on-one counseling boosted my confidence by connecting me to my strand's career options.	3	0.50	Quite a bit
14	Participating in mock interviews helped me feel confident about explaining my skills and interests.	4	0.49	Very Much
15	Discussions about career trends during the GABAY KARERA program's career talks increased my confidence in choosing a future-ready career.	3	0.47	Quite a bit

Note. SD = Standard Deviation. Responses were measured on a [1 = Not at all, 2 = Slightly, 3 = Quite a bit 4 = Very Much, and N/A]

Table 6 presents students' evaluations of the delivery and implementation of the Gabay Karera program, focusing on how well the activities were executed and how they impacted students' career confidence, knowledge, and decision-making. The median score is 4, indicating that most students are very confident in their current

readiness to a high extent, that the program was delivered effectively, and contributed to their career preparedness.

Notably, Item 10, which refers to the one-on-one sessions enhancing students' knowledge about labor laws and employee rights, received a median of 4 with a low standard deviation (0.47), suggesting that this was both impactful and consistently delivered across participants. Similarly, Item 9 (mock interviews helping students confidently explain their skills and interests) median scored 4, highlighting the importance of practical, hands-on simulations in boosting self-efficacy, a concept supported by Bandura's (1997) Self-Efficacy Theory, which emphasizes the role of mastery experiences in building confidence and motivation.

Although still rated positively, Item 15 ("Feedback from teachers and guidance professionals helped me know my strengths and weaknesses") median scored the lowest at 3, suggesting a potential area for improvement in feedback quality or delivery consistency. Similarly, Item 3, which assesses the job fair's role in showcasing realistic employment pathways, scored 4 but had the highest standard deviation (0.84), indicating mixed student experiences, possibly due to variations in exposure to opportunities aligned with specific strands.

The findings reinforce the importance of well-delivered and interactive career programs. According to Super et al. (1996), career development is shaped not only by personal experiences but also by the effectiveness of environmental support, such as teacher guidance and experiential learning. When students are actively engaged in realistic simulations like mock interviews and are exposed to current labor market information, they are more likely to develop accurate self-perceptions and realistic career goals.

In conclusion, the delivery of the Gabay Karera program has proven to be largely effective, particularly in boosting students' career-related knowledge and confidence through individualized support and simulation-based activities. However, improvements can still be made in refining feedback mechanisms and ensuring that job fairs and consultations are more tailored to diverse student needs. Expanding and strengthening these components will further enhance the program's role in preparing students at Antonino G. Busano Sr. High School for meaningful and informed career paths. Resource items evaluated the role of support systems, tools, and opportunities in enhancing career readiness and confidence. Table 7 presents the item-level details.

Table 7
Resources

Item No.	Statement	Median	SD	Interpretation
2	I was able to connect what I learned in the program to real-life opportunities like scholarships, internships, or college applications.	4	0.55	Strongly Agree
3	Access to career options (e.g., career roadmaps and career pathways discussion or guides) has improved my career choices.	4	0.47	Strongly Agree
5	The teachers and guidance advocates offered support such as one-on-one counseling, career advice, and/or career tests that helped me better understand my interests and career path.	4	0.59	Strongly Agree
6	I received enough guidance when I had questions about my career or education plans through the help of guidance advocates and teachers.	4	0.48	Strongly Agree
8	The one-on-one career consultation I received during the mock job interview has helped me gain clarity and confidence in choosing a career path that aligns with my interests and future goals.	4	0.46	Strongly Agree

Note. SD = Standard Deviation. Responses were measured on a [1 = Strongly Disagree, 2 = Disagree, 3 = Agree 4 = Strongly Agree, and N/A]

Table 7 presents students' perceptions of the resources and support systems provided through the Gabay Karera program, specifically focusing on how these tools and interventions supported their career readiness and confidence. The weighted mean scores range from 3.50 to 3.70, reflecting a generally positive response across all items. This indicates that students agreed that the resources offered during the program, such as career guides, one-on-one consultations, and access to practical opportunities, played a significant role in helping them understand and navigate their career choices.

The highest-rated item was Item 8 (mean = 3.70, SD = 0.46), which emphasized the impact of one-on-one career consultations during mock job interviews in increasing students' confidence and clarity in selecting career paths aligned with their interests and future goals. This finding reinforces the significance of individualized guidance, which is supported by Krumboltz et al. (1996), Social Learning Theory of Career Decision Making, suggesting that personal experiences, feedback, and exposure to role models shape career decisions. Similarly, Item 6 ("I received enough guidance when I had questions about my career or education plans") received a high rating of 3.65, indicating that accessibility to support personnel like teachers and guidance advocates was a key strength of the program.

Further, the resources component of the Gabay Karera program was perceived as beneficial and supportive, particularly through individualized career consultations and access to career planning materials. These findings align with Super's developmental theory and the principles of comprehensive guidance programs, which advocate for continuous, age-appropriate support that empowers students to make informed career decisions. To strengthen the program, efforts could focus on ensuring that every student receives consistent and personalized support, and that connections to external opportunities are made even more explicit and accessible.

Table 8

Spearman's correlation coefficients (ρ) and significance tests for the HUMMS strand

Variables Compared	ρ (rho)	p-value	p < .05?	Interpretation
Program Content & Resources and Delivery	-0.06	0.18	No	Very weak negative relationship; not statistically significant.
Program Content & Resources and Household Income	0.36	0.045	Yes	Moderate positive relationship; statistically significant (p < .05).
Program Content and Grades	-0.02	0.30	No	Near-zero relationship; not statistically significant.
Program Content and Extracurricular	-0.35	0.046	Yes	Moderate negative relationship; statistically significant (p < .05).
Delivery and Household Income	0.10	0.60	No	Very weak positive relationship; not statistically significant.
Delivery and Grades	-0.08	0.68	No	Very weak negative relationship; not statistically significant.
Delivery and Extracurricular	-0.09	0.61	No	Very weak negative relationship; not statistically significant.

Note. Almost no statistically significant correlations at $\alpha = .05$.

Table 8 presents the results of the Spearman's rank-order correlation analysis for the HUMSS strand, examining potential associations between variables related to the effectiveness of the GABAY KARERA program and selected demographic and academic factors.

The analysis reveals a moderate positive correlation between Program Content & Resources and Household Income ($\rho = 0.36$, $p = 0.045$), indicating that students from higher-income households tend to rate the program

content and available resources more favorably. This relationship is statistically significant at the 0.05 level, suggesting that socioeconomic background may influence perceptions of the quality and relevance of structured career guidance services. This could be attributed to greater exposure among higher-income students to supplemental resources or prior guidance experiences, which may enhance their appreciation of the program's offerings.

Conversely, a moderate negative correlation was observed between Program Content and Extracurricular Involvement ($\rho = -0.35$, $p = 0.046$), also statistically significant. This suggests that students more actively engaged in extracurricular activities tend to rate the program content less favorably. One possible interpretation is that these students may perceive the guidance activities as redundant or misaligned with the real-world skills or leadership experiences they gain through co-curricular participation.

Other correlations did not reach statistical significance. For instance, the relationships between Program Content and Grades ($\rho = -0.02$, $p = 0.30$), as well as between Delivery and all tested variables (Household Income, Grades, and Extracurricular Involvement), were all weak and non-significant (all $p > 0.05$). Notably, the correlation between Program Content & Resources and Delivery ($\rho = -0.06$, $p = 0.18$) was very weak and negative, suggesting little to no association between students' evaluation of content/resources and their perception of program delivery.

Overall, the findings suggest that while most factors show no significant relationship with students' perception of the program's implementation, socioeconomic status and extracurricular engagement are variables that meaningfully influence how HUMSS students perceive the structured career guidance content. These insights highlight the need for a more context-sensitive and adaptable delivery model, ensuring that program components are equitably perceived across different student backgrounds and engagement levels.

Table 9

Spearman's correlation coefficients (ρ) and significance tests for the ABM strand

Variables Compared	ρ (rho)	p-value	p < .05?	Interpretation
Program Content & Resources and Delivery	-0.33	0.18	No	Moderate negative relationship; not statistically significant.
Program Content & Resources and Household Income	0.04	0.86	No	Virtually no relationship; not statistically significant.
Program Content and Grades	0.03	0.91	No	No meaningful relationship; not statistically significant.
Program Content and Extracurricular	-0.16	0.52	No	Weak negative relationship; not statistically significant.
Delivery and Household Income	-0.45	0.064	No	Moderate negative relationship; not statistically significant, but close ($p = .064$).
Delivery and Grades	0.20	0.42	No	Weak positive relationship; not statistically significant.
Delivery and Extracurricular	0.19	0.46	No	Weak positive relationship; not statistically significant.

Note. No statistically significant correlations at $\alpha = .05$.

Table 9 presents the Spearman's rank-order correlation analysis for students in the Accountancy, Business, and Management (ABM) strand, exploring potential relationships between their evaluations of the structured career guidance program and various demographic and academic factors.

Notably, the strongest observed association is a moderate negative correlation between program delivery and household income ($\rho = -0.45$, $p = 0.064$), which approaches but does not reach statistical significance. This trend could imply that students from higher-income backgrounds may perceive the delivery of the program less favorably, possibly reflecting differing expectations or alternative access to career resources outside the program.

Other correlations show weak or negligible relationships. The moderate negative correlation between program content and resources and delivery ($\rho = -0.33$, $p = 0.18$) is not statistically significant, indicating that students' assessments of program content and resources do not closely align with their evaluations of how the program is delivered. Additionally, correlations between program content and household income ($\rho = 0.04$, $p = 0.86$), academic grades ($\rho = 0.03$, $p = 0.91$), and extracurricular participation ($\rho = -0.16$, $p = 0.52$) are minimal and non-significant, underscoring a lack of meaningful associations between these variables.

Weak positive correlations between program delivery and both academic performance ($\rho = 0.20$, $p = 0.42$) and extracurricular involvement ($\rho = 0.19$, $p = 0.46$) further suggest that these factors do not substantially affect students' perceptions of program delivery. It is plausible that students with higher extracurricular commitments may assign relatively less importance to the program, although this hypothesis requires further empirical support.

In conclusion, the findings suggest a generally consistent evaluation of the structured career guidance program among ABM students, irrespective of their socioeconomic status, academic achievement, or extracurricular engagement. This uniformity may indicate effective and equitable program implementation across diverse student profiles or may reflect limitations in the program's capacity to differentiate impact based on these factors.

Table 10

Spearman's correlation coefficients (ρ) and significance tests for the TVL strand

Variables Compared	ρ (rho)	p-value	$p < .05?$	Interpretation
Program Content & Resources and Delivery	0.32	0.36	No	Moderate positive correlation; not statistically significant.
Program Content & Resources and Household Income	-0.41	0.24	No	Moderate negative correlation; not statistically significant.
Program Content and Grades	0.27	0.44	No	Weak positive correlation; not statistically significant.
Program Content and Extracurricular	0.34	0.33	No	Moderate positive correlation; not statistically significant.
Delivery and Household Income	-0.30	0.39	No	Weak negative correlation; not statistically significant.
Delivery and Grades	0.24	0.51	No	Weak positive correlation; not statistically significant.
Delivery and Extracurricular	0.07	0.84	No	Very weak positive correlation; not statistically significant.

Note. No statistically significant correlations at $\alpha = .05$.

Table 10 displays the Spearman's rank-order correlation results for the Technical-Vocational-Livelihood (TVL) strand, examining relationships between students' evaluations of the structured career guidance program and their demographic and academic profiles. The analysis reveals no statistically significant correlations at the 0.05 alpha level among the variables assessed, indicating that students' perceptions of program content, resources, and delivery are generally unrelated to their household income, academic performance, and extracurricular involvement within the TVL strand.

Moderate correlations were observed but lacked statistical significance. For example, there is a moderate positive correlation between Program Content & Resources and Delivery ($\rho = 0.32$, $p = 0.36$), suggesting a tendency for students who rate program content and resources favorably also to perceive delivery positively.

Conversely, a moderate negative correlation exists between Program Content & Resources and Household Income ($\rho = -0.41$, $p = 0.24$), implying a potential trend where students from higher-income households may view program content and resources less favorably, though this relationship is not statistically robust.

Weak to moderate positive correlations were also found between Program Content and both Grades ($\rho = 0.27$, $p = 0.44$) and Extracurricular involvement ($\rho = 0.34$, $p = 0.33$), suggesting a slight tendency for higher-performing or more engaged students to evaluate the program content more positively. Delivery showed weak positive correlations with Grades ($\rho = 0.24$, $p = 0.51$) and Extracurricular activities ($\rho = 0.07$, $p = 0.84$), further supporting the notion that academic and extracurricular factors have limited influence on students' perceptions of program delivery.

Moreover, these results indicate that, within the TVL strand, students' evaluations of the structured career guidance program are largely independent of their socioeconomic status, academic achievement, and extracurricular participation. This may reflect a uniform experience of the program across diverse student profiles or suggest that other unmeasured factors influence program perceptions in this strand.

Table 11
Total population

Variables Compared	rho (ρ)	p-value	p < .05?	Interpretation
Program Content & Delivery	0.935	< .001	Yes	Very strong positive relationship; statistically significant
Program Content & Household Income	0.287	.026	Yes	Weak positive relationship; statistically significant
Program Content & Grades	-0.424	< .001	Yes	Moderate negative relationship; statistically significant
Program Content & Extracurricular	-0.174	.183	No	Weak negative relationship; not statistically significant
Delivery & Household Income	0.358	.005	Yes	Weak to moderate positive relationship; statistically significant
Delivery & Grades	-0.524	< .001	Yes	Moderate to strong negative relationship; statistically significant
Delivery & Extracurricular	-0.254	.050	Yes	Weak negative relationship; marginally significant

Note: Spearman's Correlation Coefficients (ρ) and Significance Tests for Program Content and Delivery Variables. All tests used a significance level of $\alpha = .05$ (two-tailed).

Table 11 presents the Spearman's correlation coefficients (ρ) and corresponding p-values to examine the strength and direction of the relationships between the Gabay Karera Program's content and delivery, and four student-related variables: household income, academic grades, and extracurricular involvement.

A very strong positive and statistically significant correlation was observed between Program Content and Delivery ($\rho = 0.935$, $p < .001$), indicating that improvements or effectiveness in content are closely associated with improvements in how the program is delivered, and vice versa. This suggests high internal coherence and alignment between what is being taught and how it is being implemented.

A weak but statistically significant positive correlation was found between Program Content and Household Income ($\rho = 0.287$, $p = .026$), implying that students from slightly higher-income households may perceive or benefit more from the content of the program. However, the strength of this association remains limited.

Interestingly, Program Content and Academic Grades showed a moderate negative and statistically significant relationship ($\rho = -0.424$, $p < .001$). This indicates that students with higher academic performance may perceive the content as less relevant or impactful, or that the program is more beneficial to students with lower academic standing.

The relationship between Program Content and Extracurricular Involvement was weak and not statistically significant ($\rho = -0.174$, $p = .183$), suggesting that the content of the program does not substantially relate to students' participation in extracurricular activities.

On the Delivery of the Program, a weak to moderate positive and statistically significant relationship was observed with Household Income ($\rho = 0.358$, $p = .005$), further emphasizing that students from slightly more affluent households may respond more favorably to the manner in which the program is delivered. A moderate to strong negative and statistically significant correlation was found between Delivery and Academic Grades ($\rho = -0.524$, $p < .001$), indicating that students with lower grades may find the program delivery more beneficial or engaging compared to their higher-achieving peers.

Lastly, a weak negative relationship was noted between Delivery and Extracurricular Involvement ($\rho = -0.254$, $p = .050$). Although statistically marginal, this suggests a slight inverse relationship, where students more engaged in extracurricular activities may perceive the delivery of the program as less effective, or possibly face conflicts in engagement.

Figure 1 displays the Matrix of the proposed enhanced program. The program title is: GABAY KARERA PLUS+.

Objectives:

1. To provide tailored guidance interventions for students based on their academic performance and income level.
2. To enhance student confidence and readiness in making informed career decisions regardless of socioeconomic background.
3. To ensure the career guidance program is strand-relevant, inclusive, and practical.

Figure 1

Matrix of the proposed enhanced program

Program Title: GABAY KARERA PLUS+					
Objectives	Activities	Persons Involved	Time Frame	Expected Output	Indicators of Success
1. Improve feedback quality	Training for teachers on giving career advice	Guidance Counselor, Teachers	July 2025	Trained teachers	Improved student feedback
2. Make guidance strand-specific	Career talks per strand (ABM, HUMSS, TVL)	Industry Speakers, Strand Heads	Career day	Strand-based sessions	High attendance & satisfaction
3. Provide real-life exposure	Mock interviews and job placements	LGU, Industry Partners	Sept 2025 – Mar 2026	Student placements	50% student participation
4. Build self-awareness	Career journals and group guidance	Teachers, Guidance Advocates	Personal Development classes	Completed journals	All students submit & reflect
5. Support low-income students	Career buddy system	Peer Leaders, Teachers	Aug 2025 onwards	Peer support pairs	Increased engagement of target students

4. DISCUSSION

GABAY KARERA PLUS is an enhancement and adaptation of the Gabay Karera Program. It was developed in direct response to the gaps and areas for improvement identified in the research findings. While the original Gabay

Karera program has been effective in increasing students' career readiness and confidence, the data also revealed specific challenges that require targeted interventions particularly in terms of personalized feedback, strand-specific relevance, support for low-income and academically at-risk students, and real-world exposure.

This enhanced version aims to strengthen and sustain the positive outcomes of the original program by making it more inclusive, customized, and responsive to the diverse needs of students at Antonino G. Busano Sr. High School. Gabay Karera Plus maintains the core structure of the original program but introduces enhanced components that are tailored to students' academic performance, socioeconomic background, and chosen strand.

The implementation of Gabay Karera Plus is critical not only to building on the success of the original career guidance initiative but also to ensuring equity and long-term impact. It focuses on bridging gaps, enhancing delivery, and providing personalized, real-life career experiences making the program more effective and relevant for every learner. The following are the discussions of the enhancement of the programs.

The lowest-rated item in the evaluation was: "The feedbacks provided by teachers and guidance professionals helped me know my strengths and weaknesses" which had a mean of 3.28, indicating only moderate satisfaction. This reflects a gap in the depth and quality of individualized guidance, which is a core element of effective career development. According to Gati & Asher's (2001), PIC Model students benefit most when career programs help them reflect on their personal preferences, strengths, and limitations through structured feedback.

Jemini Gashi et al., (2023) also found that workshops and one-on-one consultations significantly improve self-efficacy and clarity in career goals when personalized and consistent support is provided. Thus, Gabay Karera Plus includes teacher training in personalized feedback and one-on-one career consultations to address this gap.

The study revealed inconsistent program impact across SHS strands, with HUMSS students showing more favorable responses compared to ABM and TVL students. This suggests the current program may not be equally effective or relevant for all tracks. Cobelli et al., (2019) emphasized the need for differentiated career services, stating that the "perceived value of career guidance increases when aligned with the learner's academic and career orientation."

Gabay Karera Plus proposes strand-specific career symposiums and industry mentoring tailored to ABM, HUMSS, and TVL students. This ensures that career exposure and learning are aligned with students' chosen fields. The data showed zero student participation in community service and limited engagement in internships, especially among TVL students. While mock interviews were highly rated (mean = 3.80), the lack of hands-on or field-based exposure weakens long-term career decision-making confidence. Carnazo & Yambao (2019) emphasized that exposure to realistic work environments bridges school learning with actual career demands, especially for students in technical-vocational tracks. The Career Mentorship and Internship Linkage Program (CMILP) proposed in Gabay Karera Plus will address this by creating formal ties with local industries, LGUs, and TESDA to provide practical opportunities and workplace visits.

The study found that over 80% of students come from low- to middle-income households, with some students less engaged in both academics and extracurriculars. Socioeconomic limitations may restrict access to career resources or guidance at home. Dionaldo & Espinosa (2024) reported that low-income students in General Santos City are especially vulnerable to career indecision due to lack of access to structured guidance and mentorship. Similarly, Puebla (2022) found that targeted career programs significantly improve career planning confidence among disadvantaged senior high school students.

The Career Buddy System included in the Gabay Karera Plus program is designed to increase the participation of low-performing or less-involved students by pairing them with peer mentors.

5. CONCLUSION

The GABAY KARERA program was implemented in response to the significant lack of structured career guidance services at Antonino G. Busano Senior High School, where a single guidance counselor caters to over 2,800 students. The research findings justify the need for the program by revealing that students across all strands positively perceived its core components particularly mock interviews, one-on-one consultations, and personalized career roadmaps. With a majority of students scoring between "Agree" and "Strongly Agree" in terms of career readiness, confidence, and preparedness, the study validates those structured interventions are essential to bridge the gap in career decision-making, especially among students from low- to middle-income backgrounds.

The findings of this study have broad implications for educational practice, school administration, and policy-making in the area of career guidance. The positive response from students across various academic strands highlights the importance of structured, relevant, and student-centered career guidance programs in shaping informed career decisions and boosting confidence during critical transition periods.

More generally, the study demonstrates that career readiness is influenced not only by academic performance but also by students' backgrounds, experiences, and access to support systems. This suggests that effective career guidance must be responsive to the diverse needs of students and should be integrated as a consistent and essential component of the educational process.

Moreover, the study supports the idea that interactive and practical experiences such as mock interviews and personalized consultations, play a crucial role in preparing students for life beyond school. Therefore, schools and educational institutions must consider investing in such programs and ensure that all students, regardless of socioeconomic status, receive equal opportunities to plan for their futures.

The findings of this study confirm the general effectiveness of the GABAY KARERA program in strengthening career readiness among Grade 11 students at Antonino G. Busano Senior High School. The program was especially impactful among students from low- to middle-income households and those with higher academic achievement. The statistically significant correlations identified in Table 11 highlight how socioeconomic and academic contexts influence the perceived utility of career guidance services. Students from economically disadvantaged backgrounds benefited more from structured interventions, underscoring the program's critical role in promoting educational equity. Similarly, the positive correlation between program content and grades suggests that academically inclined students may be more engaged in career planning activities, possibly due to higher self-efficacy or goal orientation.

Despite the program's success, the variation in effectiveness across strands and the limited real-world exposure reported by students point to the need for program enhancements. The development of GABAY KARERA PLUS+, grounded in empirical evidence and theoretical models such as Gati's PIC Model reflects a proactive and responsive approach to these challenges. Moreover, the study concludes that while the existing program offers a strong foundation, its long-term impact depends on sustained refinement, strand-specific adaptation, and equitable access to individualized support services.

6. RECOMMENDATIONS

The findings from Antonino G. Busano Sr. High School's structured career guidance program indicate a strong alignment between the program's components and the students' career readiness needs. The Gabay Karera program, encompassing mock interviews, career talks, and consultations, has been perceived as effective in assisting students in planning their career paths and connecting their learning to real-world opportunities.

1. Sustain and Scale Effective Components: Continue implementing high-impact activities like mock interviews, one-on-one career talks, and job fairs which strongly boost career confidence utilizing the Gabay Karera Plus+ Program tailored fit to the result and findings of this study.

2. Enhance Guidance Feedback Mechanism: Provide training to teachers and guidance advocates on delivering personalized, actionable feedback, especially to help students identify their strengths and areas for improvement.
3. Strand-Specific Improvements:
 - HUMSS: Leverage students' openness to guidance through deeper career exploration.
 - ABM: Offer more business-related career exposure and mentorship opportunities.
 - TVL: Strengthen connections with local industries for job shadowing, apprenticeships, and hands-on learning.
4. Broaden Career Resource Accessibility: Make resources (e.g., scholarship guides, career roadmaps) available online and in print for students with limited home internet access.
5. Integrate Community Engagement: Encourage participation in community service and internships to build soft skills and expand career perspectives.
6. Policy-Level Support: Advocate for the recruitment of more licensed guidance counselors, and the formal recognition of career advocacy roles among class advisers, especially in high-enrollment schools.

In light of these findings, it is recommended that Antonino G. Busano Sr. High School continues to strengthen and expand its career guidance initiatives. This could include integrating more community service projects and internship opportunities into the curriculum to provide students with practical experiences. Furthermore, fostering partnerships with local industries and professionals could offer students real-world insights and mentorship, further bridging the gap between education and career aspirations. By building upon the existing strengths of the program and addressing areas for growth, the school can better prepare students for successful careers in an ever-evolving job market.

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