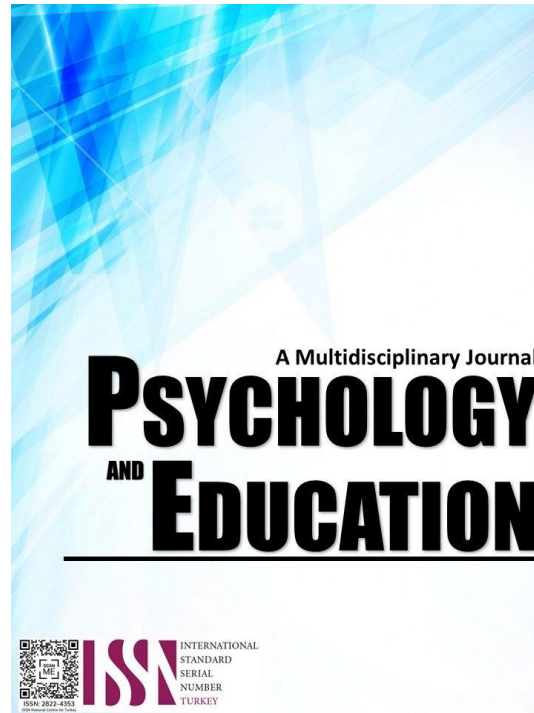


**CAREER GUIDANCE PROGRAM IN SCHOOLS  
DIVISION OFFICE OF PANGASINAN II**



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## Career Guidance Program in Schools Division Office of Pangasinan II

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### Abstract

The study aimed to determine the level of implementation of career guidance program in MEGA high schools under the Schools Division Office of Pangasinan II in terms of orientation, learning Materials, portfolio, counseling and consultation and curriculum exit tracking system. The study utilized the use of both quantitative and qualitative type of research specifically descriptive research design. The respondents were all the 123 grade 12 teachers in 20 mega schools participated in the study. Survey questionnaire and interview were personally distributed and online floating of questionnaires and interview was also facilitated due to the busy schedule of some teachers. The results showed that the extent of the implementation of Career Guidance Program (CGP) in MEGA high schools under the schools division office of Pangasinan II is “Implemented” along orientation, learning materials, portfolio, counseling and consultation, and curriculum exit tracking system. Meanwhile, the guidance designates encountered challenges in the implementation of Career Guidance Program (CGP) such as lack of student participation during orientation, limited learning materials related to Career Guidance Program, incomplete portfolio of students, limited knowledge of guidance designates about counseling and consultation, and difficulty in implementing exit tracking.

**Keywords:** *career guidance, counseling, guidance and counseling, guidance designate*

### Introduction

Career success is the achievement of personal goals through one's chosen profession. (Martaningsih, 2018). Success is more likely when individuals should make well-informed decisions about what they want to learn. Any education or learning decision should be made carefully and adequately considered. Link what they learned to their interests, capacities, and aspirations, and are then informed about the existing opportunities to which the learning can guide. Holland's theory emphasizes the accuracy of self-knowledge and career information necessary for decision-making (Zunker, 1994).

Career choice is a portrayal of oneself in the world of work, having identified the specific occupation that one could perform best based on one's existing personality traits. It involves the person's creation of a career pattern, decision-making style, integration of life roles, values expression, and life role self-concepts (Herr & Cramer, 2004).

Career guidance is a program that helps individuals make informed decisions about education and work. (U.S. DepEd) Moreover, it helps us reflect on our interests, ambitions, abilities, and qualifications (Partha, 2020). Students need career guidance to explore and plan future career endeavors based on their interests, skills, and values. Participation in career guidance enhances the linkage of academic and career experiences and, thus, improves career preparation and

management. Also, career guidance in schools remains the only vehicle that can connect students with the right opportunities based on personal assets, thereby exploring and putting potential into judicious use in today's competitive environment (Abubakar, 2013).

The Department of Education (DepEd) Career Guidance Program is designed to help learners explore their choices and make responsible decisions relevant to career pathing. These include planning for their track and strand for Senior High School, choosing their curriculum exits (Higher Education, Employment, Entrepreneurship, and Middle-Level Skills Development), and planning for their future. They also issued the enclosed Career Guidance Program (CGP) for School Year 2021-2022, which aims to establish guidelines and procedures for its implementation. To guide secondary-level students in choosing, individuals should have access to the necessary information, and it is essential to provide individuals with the necessary information and resources to make informed decisions. I will correct any spelling, grammar, or punctuation errors while rewriting the text—career paths leading to productivity and contribution.

Under the Education Act of 2013, it is mandated that the DepEd guides high school students in making informed career choices to help them become productive individuals. This is achieved through various means, such as integrating career concepts into the curriculum and teaching them in relevant learning areas, conducting career assessments, organizing

regular career advocacy activities, providing continuous professional development and capacity building of guidance counselors, career advocates, and peer facilitators, developing or accrediting training programs on career advocacy, establishing a career advocacy unit, and providing sufficient office space in high schools. In addition, guidance supervisors are designated at the division level and career advocates at the school level to ensure that the students receive proper guidance and support in making their career choices.

The Secondary Career Guidance and Counseling Act of 2019 aims to institutionalize career guidance and counseling programs for students in all public and private secondary schools nationwide to provide them with proper direction in pursuing subsequent tertiary education, to equip secondary education students with the capability to make informed career decisions and expose them to relevant labor markets. Clear benchmarks and standards must be established to ensure that higher education graduates meet the demands of government, industry, and the economy.

Guidance service is assistance given to students in school to increase the quality of the individual's potential. Adolescents in school require what Baker (2000) described as "transition enhancement assistance" to prepare them for further education, training, or employment. Therefore, a school guidance program provides various services that cater to these young people's developmental and career development needs. As summarized by Rosemary (2002): "acquiring knowledge self-knowledge, developing specific career and educational goal, adjusting to changing conditions, planning career, and educational program to achieve goals, developing problem-solving and decision-making skills, coping with the outcome of decisions, and enhancing social, emotional and cognitive skills."

Although choosing a career is a lifelong process, a senior high school graduate must undertake it (Georgia et al. Center, 2013). Abaya-Garcia (2016) cited that career exploration has long been regarded as a crucial component of the process, and it is generally acknowledged that those who engage in extensive career exploration are more likely than those who do not to successfully choose appropriate and fulfilling career paths. Throughout a person's life, growth is an ongoing process that continues to occur. According to Pascual (2014), students' first consideration in choosing a career path is the availability of work after college. Career decisions impact many aspects of well-being, such as self-esteem, job performance, life

satisfaction, and income (Slaten & Baskin, 2014).

Further research shows that intrinsically motivated young people pursue professions and jobs that align with their interests and are personally fulfilling. (Kunnen, 2013). It will be difficult for students to have a clear view of themselves at this point. Thus, they should be guided to allow them to have practical and clarified plans. Career planning entails a continuous iterative process of self-awareness, career goal setting, skill reviewing, and finding suitable job possibilities (Mckay, 2019). Personal factors are essential in career decision-making (Mulhall, 2014). Consequently, intrinsic elements are related to judgments made by oneself and subsequent behaviors are motivated by interest, enjoyment, and curiosity, or they encompass personality qualities, job happiness, career progression, and educational opportunities (Nyamwange, 2016).

Participation in career guidance activities in school provides students with the necessary awareness, knowledge, and skills required in work. Occupational orientation is essential to career development; adolescents must identify their interests and abilities, balance them with labor market opportunities, and gradually develop an occupational preference (Super et al., 1996). Providing "transition enhancement" assistance has been emphasized in students' further education, training, or employment (Baker, 2000). Career guidance participation will help students acquire the knowledge, skills, and awareness necessary for effective career development (Herr et al., 2004).

Dodd, Hanson, and Hooley (2021) support claims about the effectiveness of career guidance. It has been found that young people's career readiness is significantly impacted by their participation in career guidance. The higher the level of participation, the higher the career readiness. This discovery should comfort policymakers regarding current careers policy and motivate them to support most schools nationwide to accomplish the Gatsby Benchmarks.

The relevance of vocational guidance and counseling programs in satisfying the vocational needs of the nine students by helping them explore the range and structure of occupation at the local, state, and national levels must be considered (Manuel & Asuquo, 2009). Students are involved in career guidance for better self-understanding. (Hiebert, Collins, & Robinson, 2001) Including students' responses in the assessment process is essential, as they are the best source for identifying their needs. By including the student's perceptions, the accuracy of the assessment results can



be increased (Abubakar, 2013).

Career exploration has been recognized by the Parson (1908) and Holland (1992) theories to match individual qualities and the workplace environment. Engaging in career guidance enables students to achieve social modeling, which Bandura (1995) described as the second domain through which individuals develop self-efficacy. Various studies have been conducted in many countries to examine the level of participation in career exploration as an integral part of the career development process.

Rashid et al. (2009) examined career development interventions in high schools in Terengganu, Malaysia, and found adequate participation in the career guidance activities provided. In a longitudinal study among graduating students in the U.S. and China, Ong and Werbel (2007) examined the role of social networks in career exploration. The findings suggest that due to moderation effects, social networks play a more significant role in job search intensity among U.S. students than their Chinese counterparts.

Career Guidance aims to optimally match individuals with suitable occupations for mutual benefits and promote equity. Recent evidence highlights the importance of broader acquisition of knowledge and skills and understanding how to use them for social mobility. Therefore, the mission of career guidance is vast and must become part of lifelong learning (Partha, 2020).

Low participation in career guidance can prevent students from making informed career decisions based on personality variables like skills, values, and aptitude, leading to competency mismatch (Abubakar, 2013). The increasing gap between required and provided skills, knowledge, and abilities results in educational mismatch, defined as a lack of coherence between the required and offered educational level for a given job (Allen & Velden, 2001).

Educational mismatch occurs when individuals have attained a higher level of education than what is required for their job. This represents a disconnection between the level of education attained by the worker and the level of education required for their job. This can result in workers being considered over-educated if their level of attained education is higher than what is required for their job or under-educated in the opposite case. This phenomenon was first identified by Freeman in 1976.

Several studies have been conducted about the implementation of career guidance programs.

However, it cannot create instructional career information to help the students discover their abilities, skills, interests, and values and decide what career to pursue.

Hence, determining the level of implementation of the career guidance program in MEGA high schools under the school's division office of Pangasinan II will help students overcome and solve career problems to become more aware of their career options and make realistic and intelligent career decisions. Also, it will provide significant information on how the educational sector will improve the existing career guidance program.

Mega high schools are secondary schools with 51 and above teachers categorized by the Department of Education under Brigada Eskwela.

### Research Questions

The study aimed to determine the level of implementation of career guidance program. Specifically, the study sought answers to the following questions:

1. What is the level of the implementation of career guidance program in mega high schools under the schools division office of Pangasinan II along:
  - 1.1 Orientation;
  - 1.2 Learning Materials;
  - 1.3 Portfolio;
  - 1.4 Counseling and Consultation; and
  - 1.5 Curriculum Exit Tracking System?
2. What are the challenges encountered by the teachers in the implementation of the career guidance program?

### Methodology

#### Research Design and Strategy

The study used both quantitative and qualitative research methods. The descriptive research design was applied to gather data and information about implementing the career guidance program in mega high schools under the school division of Pangasinan II. Descriptive research design involves collecting and analyzing numerical data to identify patterns. In research, one can use statistical models to predict outcomes, establish causal relationships, and draw conclusions that apply to a broader group of people.



(Bhandari, 2020). The study also utilized qualitative research to identify the teachers' challenges while implementing the career guidance program.

**Population and Locale of the Study**

The study was conducted at mega high schools under schools division Pangasinan II this school year 2022-2023 since mega high schools have the highest number of teachers who implement career guidance programs. Grade 12 teachers are the respondents because they are the ones who are implementing the career guidance program. Hence, the study will help the teacher implement the existing career guidance program and helps the students become more aware of career options and make realistic decision.

Table 1. *Respondents of the Study*

<i>MEGA High Schools</i>	<i>Respondent/s</i>
1. Angela Valdez Ramos National High School	4
2. Balungao National High School	5
3. Bautista National High School	2
4. Benigno V. Aldana National High School	11
5. Cipriano P. Primicias National High School	7
6. Don Ramon E. Costales Memorial National High School	2
7. Eastern Pangasinan Agricultural College	10
8. Juan G. Macaraeg National High School	6
9. Laoac National High School	11
10. Luciano Millan National High School	4
11. Manaoag National High School	6
12. Mangaldan National High School	6
13. Mataas na Paaralang Juan C. Laya	6
14. Rosales National High School	2
15. San Fabian National High school	9
16. San Jacinto National High School	6
17. San Nicolas National High School	7
18. San Quintin National High School	4
19. Tayug National High School	3
20. Umingan National High School	12
<b>Total</b>	<b>123</b>

**Data Gathering Tools**

Data was collected using a survey questionnaire. The questionnaire has three parts. The first part consists of a letter informing the participants about the study and asking their permission to participate. The letter also asks for the respondent's gender. The second part of the questionnaire focuses on the career guidance program's implementation level. This includes information about orientation, learning materials, portfolio, counseling consultation, and curriculum exit tracking system. The third part of the questionnaire is a paper and pen interview to determine the challenges teachers face when implementing the career guidance program in mega high schools under the school's division of Pangasinan II. The survey questionnaire was developed based on the DepEd career guidance program. It was initially validated by the research adviser and later confirmed by experts in the field. Any spelling, grammar, and punctuation errors were

corrected during rewriting.

**Data Gathering Procedure**

In collecting the data, the researcher submitted a letter to the division office of Pangasinan II requesting the list of mega high schools. After the approval, the researcher asked permission from the Schools Division Superintendent and school heads to conduct this study. Upon the approval of the School Head and Schools Division Superintendent, the respondents were asked to answer as honestly as possible to avoid any errors that might contribute to the result of the study and to make this study as objective as possible. The researcher also ensured the confidentiality and anonymity of the respondents' answers.

Data were then collected online via Google form sent through the Facebook messenger application and personal floating of the survey questionnaire. The online collection of data helped in maintaining health protocol and maximizing the 21st-century skills of the teachers in terms of information and technology literacy. Also, some teachers preferred this as they could answer the survey conveniently.

**Treatment of Data**

In the data treatment, the mean was used to answer question 1, which refers to the extent of implementing a career guidance program along with orientation, learning materials, portfolio, counseling and consultation, and curriculum exit tracking system. This was interpreted using the four-point Likert scale of from one (1) to four (4), where four (4) means highly implemented and one (1) means poorly implemented. The table shows the mean range as a basis for interpretation.

<i>Scale</i>	<i>Mean Range</i>	<i>Descriptive Equivalent</i>
1	1.00-1.49	Poorly Implemented
2	1.50-2.49	Moderately Implemented
3	2.50- 3.49	Implemented
4	3.50-4.00	Highly Implemented

The study utilized thematic analysis to identify the challenges encountered by teachers while implementing career guidance in Pangasinan II. The researcher used quantitative and qualitative data to propose an effective improvement program to implement career guidance. The analysis results were communicated in terms of frequency and percentage. Any errors in spelling, grammar, and punctuation have been corrected.

## Results and Discussion

This section interprets, presents, and analyzes the data of the study. The presentation of the results is structured to correspond to the order of the research questions.

### The Level of the Implementation of Career Guidance Program

Table 2 reveals the level of the implementation of career guidance program along orientation.

Table 2. *Level of the Implementation of Career Guidance Program along Orientation*

Statements	Weighted Mean	Descriptive Equivalent
1. The career guidance orientation provides relevant information on the Career Guidance Program procedures.	3.55	Highly Implemented
2. Details regarding the activities of the career guidance program is provided at the orientation.	3.40	Implemented
3. The career guidance orientation allows the students to gain an understanding of their career foundational skills.	3.48	Implemented
4. The career orientation assists the students in making informed career choices.	3.49	Implemented
5. The career orientation guides students to have a greater understanding of career opportunities.	3.47	Implemented
Overall Weighted Mean	3.47	Implemented

Legend:

3.50 – 4.00 - Highly Implemented (HI)

2.50 – 3.49 - Implemented (I)

1.50 – 2.49 - Moderately Implemented (MI)

1.00 – 1.49 - Poorly Implemented (PI)

As shown in Table 2, the respondents agreed to implement the orientation of the career guidance program with an overall weighted mean of 3.47, interpreted as "Implemented." This implies that the orientation allows the students to explore their full potential in acquiring knowledge on the possible occupations, jobs, or careers they see themselves in. Abubakar (2013) claimed that the participation of students in career guidance provides them with the full awareness, knowledge, and skills required in the world of work. Another study supports the conclusion that participation in career guidance will help students acquire knowledge (Herr et al., 2004). Thus, highly implemented career orientation will give an in-depth understanding of the different possible work choices of the students.

The statement "career guidance orientation provides

relevant information on the career guidance program procedure" has the highest weighted mean of 3.55, which implies that providing relevant information helps the learners be aware of the career guidance program and later on make an appropriate career decision. According to Suryadi, RatnaSawitri, Hamidah, and Hanifa (2018), career orientation explicitly fosters students' awareness of tasks to be faced and decisions to make.

The result also shows that details about the activities of the career guidance program are provided at the orientation, which got the lowest weighted mean from the respondents, with a mean of 3.40. Facilitators' lack of knowledge about the orientation details on career guidance will limit the program's impact and prevent individuals from accessing the support they need. With proper training and seminars, facilitators are fully equipped to conduct orientation, similar to the study of (Illinois 2021); training and seminars are convenient and helpful as they scaffold and prepare teachers to create a just atmosphere in the workplace.

The data revealed that the orientation allows the students to understand their career foundational skills, which also got a high weighted mean of 3.48. Oriented right from the start of their senior high school journey, the learners will be guided accordingly by their desired strand. Institutions of higher education have a crucial role in equipping students with the necessary skills that align with the requirements of their chosen careers. This ensures a connection between the structure of the curriculum and the expectations of the job market outside of the institution (Millosi, 2013).

The finding shows that orientation assists the students in making informed career choices with the second-highest mean of 3.49; it shows that guidance advocates help the learners come up with their career choices by providing them with relevant information. The only support students get within the school system is from career masters or counselors, who are expected to support students in their career choices (Nyamwange, 2016).

The statement orientation guides students to have a greater understanding of career opportunities also got a high mean of 3.47. This demonstrates how career orientation instruction equips students with a deeper awareness of school and professional possibilities to help them make meaningful and well-informed career decisions.

Table 3, shown on the next page, presents the level of the implementation of the career guidance program along with learning materials.



Learning materials used in career guidance services are "Implemented," as shown in their weighted mean of 3.26. This implies that learning materials such as print and video materials used by the guidance and counseling coordinators are perceived to be effective. Orange (2011) affirmed that adequate guidance and counseling facilities, specifically books, videos, journals, and computer-based information, certainly influence the effective delivery of quality guidance services.

Learning materials are available and accessible for career-related content, which garnered the lowest weighted mean of 3.19 and is interpreted as "Implemented." Due to insufficient school resources, some learning materials were not fully utilized by the learners, which hinders them from planning, making career decisions, and achieving career maturity.

Table 3. *Level of the Implementation of Career Guidance Program along Learning Materials*

Statements	Weighted Mean	Descriptive Equivalent
1. The learning materials are available and accessible for career-related content.	3.19	Implemented
2. The career guidance advocate facilitates the printing of learning materials.	3.21	Implemented
3. The career guidance advocate facilitates distribution of learning materials and other supplementary materials on career guidance.	3.23	Implemented
4. The learning materials are easy to access, assess, and use.	3.27	Implemented
5. The learning materials guide students in choosing career tracks that they intend to pursue.	3.43	Implemented
Overall Weighted Mean	3.26	Implemented

Legend:

- 3.50 – 4.00 - Highly Implemented (HI)
- 2.50 – 3.49 - Implemented (I)
- 1.50 – 2.49 - Moderately Implemented (MI)
- 1.00 – 1.49 - Poorly Implemented (PI)

Career guidance advocate facilitates the printing of learning materials obtained a weighted mean of 3.21, and career guidance advocate facilitates the distribution of learning materials and other supplementary materials on career guidance obtained a mean of 3.23. This proves that Guidance advocates encountered problems in producing learning materials, such as a lack of time for preparation and funds, especially for a large population of learners, which led to poorly produced learning materials. Adeogun (2001) noted that there was a low level of instructional resources available in public schools and hence commented that public schools had acute shortages of teaching and learning resources.

Learning materials that are easy to access, assess, and

use have the second highest weighted mean of 3.27, which implies that some of the learning materials are easy to access on the internet. Technology is integral to learning; it incorporates interactive learning and motivates learners to participate in lessons (Educationlinks, 2020). This allows students to learn more comfortably and influences their career decision-making positively.

The statement "learning materials guide students in choosing career tracks that they intend to pursue" has the highest mean of 3.43. Availability and accessibility of career learning materials are essential to learners with little to no access to them so they can easily choose a career. As stated in the DepEd Career Guidance program, guidance advocates facilitate the printing and distributing of career guidance learning resources.

Table 4 reveals the level of the implementation of career guidance program along portfolio.

Table 4. *Level of Implementation of Career Guidance Program along Portfolio*

Statements	Weighted Mean	Descriptive Equivalent
1. The career guidance portfolio contains accomplished activity sheets.	3.35	Implemented
2. The career guidance portfolio contains copy of academic grades of learners.	3.31	Implemented
3. The career guidance portfolio contains assessment results of learners.	3.36	Implemented
4. The career guidance portfolio contains activity outputs of learners relevant to career guidance.	3.36	Implemented
5. The career guidance portfolio contains learners' physical (hardcopy) portfolio and an electronic (softcopy) e-portfolio.	3.32	Implemented
Overall Weighted Mean	3.34	Implemented

Legend:

- 3.50 – 4.00 - Highly Implemented (HI)
- 2.50 – 3.49 - Implemented (I)
- 1.50 – 2.49 - Moderately Implemented (MI)
- 1.00 – 1.49 - Poorly Implemented (PI)

It can be gleaned from Table 4 that respondents agreed that portfolios are "Implemented." It can be inferred that guidance coordinators ensure students' portfolios are well accomplished vis-à-vis facilitation and conduct. The accomplishment of a portfolio provides a wide array of skill development for students as they are given activities about their future careers. However, Chilewa and Osaki (2022) found in their study on career development in Secondary Schools in Temeke Municipality that students are not well nurtured because teachers concentrate on teaching and learning and pay little attention to skills development rooted in the traditional teaching that focuses on subject teaching rather than career development teaching.

The results also show that the career guidance portfolio contains copies of the academic grades of learners, obtaining a weighted mean of 3.31. The career guidance portfolio contains the learners' physical (hardcopy) portfolio and an electronic (softcopy) e-portfolio, obtaining a weighted mean of 3.32, which implies that not all the learners accomplish their portfolios; some of them have difficulty understanding the instruction, which leads to not doing their activities.

The results also revealed that most respondents agreed that the portfolio contains the learners' assessment results and activity outputs, obtaining a weighted mean of 3.36, which shows that the portfolio assesses the overall learner's performance. The findings are similar to what Bergin & Baki (2007) found: portfolios are alternative assessment methods to observe students' development and assess their performances during the learning process.

Table 5 which is shown in the next page reveals the level of the implementation of career guidance program along counseling and consultation

It can be gleaned in Table 5 that counseling and consultation are implemented, obtaining an overall weighted mean of 3.34. This implies that guidance coordinators can guide their students in identifying their strengths, career decision-making, and career goals. Similarly, the study by Abubakar (2019) found that school guidance counselors could assist their students in identifying their strengths, abilities, and learning styles, help make appropriate career pathway selections, set educational and career goals, and gather information on career and work choices. This shows that the 500 ratio of counselor and student is sufficient for the guidance designated to execute guidance and counseling consultation.

Career counseling assists learners with their aspirations, accumulating a weighted mean of 3.39. It means that guidance advocates help the learners concentrate on their preferences, skills, and interests. It is connected to Super's vocational self-concept, as proposed in his vocational development theory. It plays a vital role in choosing careers that match individuals' self-image and is formed by the interaction between the person and the environment.

Table 5. *Level of the Implementation of Career Guidance Program along Counseling and Consultation*

<i>Statements</i>	<i>Weighted Mean</i>	<i>Descriptive Equivalent</i>
1. Career counseling assists learners with their personal aspirations.	3.39	Implemented
2. The career counseling guides the learners with their professional aspirations.	3.14	Implemented
3. The career consultation guides learners by providing relevant information that will help them in selecting their career path.	3.40	Implemented
4. The career consultation supports learners by equipping them with significant information related to career development.	3.42	Implemented
5. Guidance Counselor have proper documentation of all facilitated career counseling and consultations.	3.39	Implemented
Overall Weighted Mean	3.34	Implemented

Legend:

3.50 – 4.00 - Highly Implemented (HI)

2.50 – 3.49 - Implemented (I)

1.50 – 2.49 - Moderately Implemented (MI)

1.00 – 1.49 - Poorly Implemented (PI)

The career counseling that guides the learners with their professional aspirations has the lowest mean of 3.14, interpreted as "Implemented." It shows that only some learners are accommodated and assisted due to the lack of guidance counselors or designates in schools, especially with many students. As stated by former DepEd Secretary Leonor Briones, "The lack of guidance counselors has been a consistent and persistent problem not just in public schools but in all levels of the education system in general," which leads to some of the learners being hesitant to go to the guidance office to consult or seek guidance about their long-term career goals.

The data revealed that career consultation guides learners by providing relevant information that will help them select their career path and obtain the mean of 3.40, which implies that guidance advocates can guide learners by equipping them with significant information related to career development (DepEd CGP).

The career consultation supports learners by equipping them with significant information related to career development. It has the highest weighted mean of 3.42, interpreted as "Implemented." It is connected to the DepEd career guidance program for S.Y.



2021–2022, assisting the learners’ by providing relevant information about different curriculum exits, courses, specializations, opportunities, and other information that can guide them in selecting their career paths.

Guidance Counselors have proper documentation of all facilitated career counseling and consultations, with a weighted mean of 3.39. Guidance advocates keep records and write reports on the counseling consultation to protect the learner and expand service availability. For counselors in the 21st century, maintaining clear, comprehensive, and accurate records of their work is a necessity (Seligman, 2004)

Table 6 reveals the level of the implementation of career guidance program curriculum exit tracking system.

Table 6. *Level of the Implementation of Career Guidance Program Curriculum Exit Tracking System*

Statements	Weighted Mean	Descriptive Equivalent
1. The school tracks the status of the graduates with respect to the curriculum exits such as employment and entrepreneurship.	3.26	Implemented
2. The school ensures to account all the graduates including their chosen curriculum exit by using the link <a href="https://bit.ly/CurrExitTracking">https://bit.ly/CurrExitTracking</a> .	3.19	Implemented
3. The advocates and guidance counselors conduct a brief orientation about curriculum exit tracking system procedure on access, accomplishment, and submission.	3.32	Implemented
4. The advocates and guidance counselors disseminate information for the learners on schools and courses for college.	3.28	Implemented
5. Findings from the tracking form are utilized to analyze SHS program implementation.	3.30	Implemented
Overall Weighted Mean	3.27	Implemented

Legend:

3.50 – 4.00 - Highly Implemented (HI)

2.50 – 3.49 - Implemented (I)

1.50 – 2.49 - Moderately Implemented (MI)

1.00 – 1.49 - Poorly Implemented (PI)

It is reflected in Table 6 that curriculum exit tracking is implemented, as indicated by the overall weighted mean of 3.27. This implies that guidance program, in terms of exit tracking, can monitor their students after graduation. This is to follow up on the career progression of their former students. In the case of the senior high school, this allows the schools to ensure their students follow their respective academic tracks. Abubakar (2019) recommended that services involving future educational planning, college selection, and planning need improvement.

The school tracks the status of the graduates

concerning the curriculum exits, such as employment and entrepreneurship, obtained a weighted mean of 3.26. The schools find a way to bridge the gap between the jobs awaiting graduates Marces & Maravilla (2019). With the compliance and engagement of the learners, the tracking is made easy.

On the other hand, there is a low weighted mean of 3.19 for ensuring all the graduates include their chosen curriculum in the exit tracking link. Not all learners participated in the registration link before graduating; if they did, some learners were inactive and not answering the tracking.

There is a relatively high weighted mean of 3.32 for the conduct of a brief orientation about the curriculum exit tracking system procedures on access, accomplishment, and submission. About the DepEd implementation of the career guidance program for S.Y. 2020–2021, career guidance advocates and guidance counselors are encouraged to conduct a brief orientation about the curriculum exit tracking system procedure.

It can be gleaned from the data gathered that there is a weighted mean of 3.28 from the statement, "the advocates and guidance counsellors disseminate information for the learners on schools and courses for college," which is interpreted as highly implemented. It shows that guidance advocates can assist learners by providing them with relevant information such as a list of schools with their courses and programs, scholarships, local employment information, and training. One of the training in senior high school is work immersion. Department of Education issues enclosed guidelines for senior high school work immersion, which provides learners with opportunities. Learners are immersed in actual work environments such as workshops, offices, and laboratories in which their prior training is relevant.

Table 7 presents the level of the implementation of career guidance program.

It can be noted in Table 7 that the respondents obtained a grand weighted mean of 3.34, denoting a descriptive equivalent of "Implemented." Among the different areas of implementation, orientation obtained the highest overall weighted mean of 3.47, denoting a descriptive equivalent of "Implemented." In contrast, learning materials obtained the lowest overall weighted mean of 3.26, denoting a descriptive equivalent of "Implemented."

Table 7. Summary Table of the Level of the Implementation of Career Guidance Program

Statements	Overall Weighted Mean	Descriptive Equivalent Interpretation
Orientation	3.47	Implemented
Learning Materials	3.26	Implemented
Portfolio	3.34	Implemented
Counseling and Consultation	3.34	Implemented
Curriculum Exit Tracking System	3.27	Implemented
Grand Weighted Mean	3.34	Implemented

Legend:

3.50 – 4.00 - Highly Implemented (HI)

2.50 – 3.49 - Implemented (I)

1.50 – 2.49 - Moderately Implemented (MI)

1.00 – 1.49 - Poorly Implemented (PI)

### Challenges Encountered in the Implementation of the Career Guidance Program

This part presents the challenges encountered in the implementation of the career guidance program, such as lack of student participation during orientation, limited learning materials related to the Career Guidance Program, incomplete portfolio of students, limited knowledge of guidance designated about counseling and consultation, and difficulty in implementing exit tracking.

#### Lack of Student Participation during Orientation

The guidance designates faced a significant challenge in encouraging student participation during the Career Guidance Program (CGP) orientation. The guidance designates stated that some students are absent, not paying attention, not listening, need to take the orientation, need to be more focused, and are not interested in the class. This implies that students do not see themselves after college, where they need to choose their career or future job even though they are already in their respective academic tracks. On the part of the guidance designates, orientation is being fully implemented and conducted, but since it is not graded, students tend to take this for granted. With this, the success of the orientation lies in student participation, similar to the claim of Abubakar (2013) that student participation in career guidance provides them with the full awareness, knowledge, and skills required in the world of work.

### Limited Learning Materials Related to Career Guidance Program

The result also shows that more learning materials related to implementing the Career Guidance Program are needed for the guidance designates. The guidance designates stated that there needs to be more materials, more materials, and more materials for the whole population of students. Also, they stated that the materials are not accessible for the students as there are not enough materials online, there is no internet connection, and soft copies are unavailable. It can be inferred that there is a need to provide adequate materials for the successful execution of the guidance program as these materials serve as a guide for all the guidance designates in providing practical information on the different career opportunities and help the students explore their full potentials through those activities in the learning materials. These learning materials are vital in effectively delivering guidance services (Orange, 2011). The result also suggests that there is a need for guidance advocates to conduct training on the development of localized learning materials, which will serve as supplementary materials in aid to the implementation of the Career Guidance Program.

#### Incomplete Portfolio of Students

The incomplete portfolio of students during the implementation of the Career Guidance Program (CGP) is another challenge encountered by the respondents. Results divulge that students submit their portfolios incomplete, late, and unorganized. The challenges encountered by the guidance designates in implementing portfolios as part of the guidance program imply that vital information on the students needs to be holistically gathered as there are incomplete portfolios that will provide helpful information to help guide the students in making wise career path decisions. Similarly, portfolios are alternative assessment methods to observe students' development and assess their performances during the learning process (Baki, 2007). The result suggests that there is a need to support the completion of students' portfolios by offering technical assistance to students who need help in accomplishing their portfolios and promoting peer tutoring to help students collaborate with other students in accomplishing their portfolios.

One primary challenge guidance counselors face in implementing the Career Guidance Program (CGP) is their limited knowledge of counseling and consultation. Consequently, guidance designates perceived it as a challenge as there are teachers who

are not authorized to conduct counseling since they are not registered or licensed; they find the counseling difficult; there are many teaching loads, and they still need to conduct counseling; they lack training; and there is no enough guidance counselor as the ratio of guidance counselor and student is too overwhelming. It can be inferred that guidance designates can conduct and facilitate consultation; however, due to many teaching loads and the qualifications set in counseling, their hands are tied to cater to all students. Thus, Abubakar (2019) claim that guidance counselors were able to assist their students in identifying their strengths, abilities, and learning style, help in making appropriate career pathway selection, setting educational and career goals, and gathering information on career and work choices are reflected, but with the challenges mentioned above, the full potential to assist the students are being constrained.

### Difficulty in Implementing Exit Tracking

The guidance designates also needed help in implementing exit tracking. This, according to the guidance designates, is due to the demographics of the students' changes: students are not aware, do not answer the exit tracking system, have difficulty reaching the students, are not interested, have no online access, and are financially incapable of continuing their college. The success of exit curriculum tracking relies on the student's or graduates' responses to the tracking system or providing information about their career path. Another challenge in the school tracking process where the school is not able to track their graduates, they only get a profile of the students or rely only on profiling, lack of preparation, difficulty in reaching the students, the person responsible for monitoring, not updated, and time and tangible materials to be distributed. The results imply that curriculum exit tracking needs cooperation with their graduates to have information on their whereabouts, which is vital in improving the quality of their graduates. The services involving future educational planning, college selection, and planning needs improvement is recommended (Abubakar, 2019). Similarly, there is a need for the school tracking system to have an easier way of gathering information about their graduates. In this time of information, technology, and social media, gathering information on their alumni will significantly help.

### Conclusion

(1) The level of the implementation of the Career

Guidance Program (CGP) in MEGA high schools under the school's division office of Pangasinan II is "Implemented" along with orientation, learning materials, portfolio, counseling and consultation, and curriculum exit tracking system. (2) The guidance designates encountered challenges in the implementation of the Career Guidance Program (CGP), such as lack of student participation during orientation, limited learning materials related to the Career Guidance Program, incomplete portfolio of students, limited knowledge of guidance designated about counseling and consultation, and difficulty in implementing exit tracking.

(1) The school heads and guidance designate should collaboratively work in crafting programs/ activities that will continuously enhance the implementation of the Career Guidance Program. (2) The school heads and guidance should strengthen the implementation of an exit tracking system, which will serve as a basis for improving the school's existing programs, the Career Guidance Program. (3) The school heads and guidance designate can adopt the proposed program of activities crafted by the researcher to enhance the implementation of the Career Guidance Program. (4) Future researchers could utilize the result of this study for their future references as a source of related studies and literature.

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